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ABSTRACT

This book, published by the American Association of Community Colleges, contains valuable information about the nation's community college presidents. The authors provide a comprehensive profile of these leaders, highlighting different characteristics most presidents hold in common as well as important differences that emerge when data are cross-tabulated according to age, gender, and race. The findings on the risk and stress levels of the presidency could be used to encourage (or discourage) interested individuals to pursue the presidency as a career choice, and could be used by leadership training institutes to advise students about career choices and chances of success. The book contains a foreword by David R. Pierce, and chapters include: (1) "The State of the Presidency"; (2) "Family Background"; (3) "Pathways to the Presidency"; (4) "Assuming the Presidency: Routines and Relationships"; (5) "On the Job: Worldviews and Aspirations"; (6) "Views from the Trenches: Seven Presidents Speak Out"; (7) "Looking to the Future: More Views from the Trenches"; and (8) "The Presidency in Transition." The appendix contains the survey instrument. A subject index is also included. (Contains 27 references.) (CB)

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The Community College Presidency: Current Status and Future Outlook

By

George B. Vaughan

Gustavo A. Mellander

and

Beverly Blois

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George B. Vaughan
Gustavo A. Mellander
Beverly Blois

with a Foreword by
David R. Pierce

American Association of Community Colleges
National Center for Higher Education
One Dupont Circle, NW, Suite 410
Washington, DC 20036-1176
202/728-0200

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Foreword

The authors of this book have gathered valuable information about the nation's community college presidents, a group of leaders whose importance to the world is growing daily. Since George B. Vaughan's *The Community College Presidency* was published in 1986, community colleges clearly have emerged as institutions of enormous strategic importance to the nation and its communities. And, following a similar pattern, countries throughout the world are concluding that institutions modeled after America's community colleges are essential parts of their own planning for the future.

How community college presidents arrived at their positions and how they spend their time in and outside of their institutions are important areas of inquiry. The authors provide a comprehensive profile of these leaders, highlighting characteristics most presidents hold in common as well as important differences that emerge when data are cross-tabulated according to age, gender, and race. The findings on the risk and stress levels of the presidency could be used to encourage (or discourage) interested individuals to pursue the presidency as a career choice. They could be used by leadership training institutes to advise students about career choices and chances of success, and they may provide encouragement to those individuals who possess the essential characteristics required by the presidency.

By comparing the latest career and lifestyle survey data with data from Vaughan's earlier survey, the authors show how presidents are shaped by the times they live in. The reader will come away from this book with an understanding that the presidency will always be in transition, as new leaders bring their particular worldviews and experiences to bear on their roles.

The requirements of the community college presidency today far exceed the requirements of the past. Leadership and management still are essential, but the environment is much more complex, and the amount of knowledge needed by presidents has increased enormously.

Demanding personnel and funding issues and new thinking about supervision, organization, quality, accountability, and the role of executive staff have contributed to new managerial requirements. With burgeoning changes in technology, communications, and student demographics, leaders must be flexible and fast learners. The globalization of the economy also has increased the requirements of the community college presidency.

Interesting and enlightening parts of this book are found in Chapters 6 and 7, where the authors present views from the "trenches." Interviews with seven community college presidents enrich and build on data presented earlier in the volume and frame the presidency in today's environment. These interviews treat "change" and "future" from the perspective of experience and vision. The interviews add great value to the presentation.

As community college presidents face the future, they will need all the help and assurance they can muster in order to assure that the community college reaches its full potential in serving all segments of society. This volume should provide some of that help and assurance; the data and interviews contained in it clearly delineate the president's role and its importance to community colleges. For those readers who aspire to the presidency, this volume discusses the different pathways leading to the presidency. For trustees, this volume offers insights into the presidency not available elsewhere and an opportunity to compare local presidents with national data. For scholars and others interested in the community college and its most important leaders, this volume provides a national perspective on the presidency. Finally, these data and interviews leave no doubt that the future of the community college will be shaped by its presidents.

As president of our national association, I view this book as required reading for current and future presidents, for trustees, for scholars, and for others who are interested in the nation's community colleges.

David R. Pierce
President
American Association of Community Colleges

Preface

In 1986, when the American Council on Education and Macmillan published *The Community College Presidency*, little research had been completed on community college presidents and the particular challenges they faced in administering two-year postsecondary institutions. That initial survey of community college presidents provided much information on their personal and professional backgrounds and the demands of their position, and it sets the stage for future studies of the presidency.

Five years after Vaughan's initial research, we conducted a second survey to investigate what changes had occurred in the demographics and demands of the community college presidency. The years between the mid-1980s and the early 1990s presented community colleges with greater demands to serve increasingly diverse populations and to become more involved in confronting community issues. In summarizing the results of this latest survey, we found that the stresses faced by presidents are increasing along with the demands on their institutions' resources.

Moreover, the presidency still lags behind in opening its doors to candidates who truly reflect the diverse populations served by community colleges. When analyzed by gender, the results of this latest survey of 837 presidents reveal that only slightly over 11 percent are women; when analyzed by ethnic background, only 11 percent are from minority populations. The overwhelming majority of community college presidents are white men. Although more women are moving into the presidency, community college trustees should examine their hiring and interviewing procedures carefully to ensure that new presidents represent the diverse populations served by these institutions.

More than numbers are needed to portray the presidency. This volume includes summaries of extensive interviews with seven community college presidents who are on the "front lines" of the battle between increasing demands and shrinking resources. These leaders provide descriptions of the most pressing problems they confront and offer their views on the challenges community college presidents will face in the future. In presenting these data and interviews, we hope to offer governing boards, aspiring presidents, and interested scholars a realistic look at the current status of the community college presidency and a glimpse of its future.

Chapter 1 provides an overview of this research that describes the latest survey, the methods used to analyze it, and other relevant research.

Chapter 2 offers a look at the demographic and personal backgrounds of today's community college presidents and considers the implications of data on gender and ethnicity. It explores variables such as parents' occupations and educational attainments.

Chapter 3 examines the most common pathways to the community college presidency and draws some general conclusions from the survey data about the educational and professional backgrounds of today's presidents. It presents views from current presidents who are women about the attitudes they encounter in their positions.

Chapter 4 appraises the risk and stress levels that presidents of community colleges must handle. It summarizes the 1991 survey data on weekly work hours, professional and civic affiliations, and chief confidant, and offers aspiring presidents a glimpse of the position's demands.

Chapter 5 presents survey data on the benefits of the presidency and takes a look at how its demands affect the personal lives of these executives. Annual leave, housing, and other perquisites are examined, along with how presidents spend time away from the job. Mobility and retirement plans are discussed as part of respondents' future aspirations.

Chapter 6 provides "Views from the Trenches" based on interviews with seven current community college presidents from across the country. They discuss how the presidency has changed during their tenures and offer their views on threats to open access and the comprehensive mission of the community college.

Chapter 7 continues the interviews with discussions of how these seven presidents view the challenges that community college presidents will face in the future. Funding and leadership issues dominate their discussions. They offer a number of observations on President Clinton's agenda for education; their perspectives contribute to the debate on the role of community colleges in achieving the national agenda. The energy and optimism of these presidents comes through in all of their responses.

Chapter 8 closes this volume with conclusions and observations from George B. Vaughan based on his initial research and the data from the latest survey. He summarizes some important issues for community college leaders to consider based on the interviews with presidents.

ACKNOWLEDGMENTS

The authors wish to acknowledge the assistance of Barbara Scott for her careful reading of the manuscript and for her many suggestions for improving the presentation. While she came into the project during its latter stages, her understanding of the material and suggestions for improvements were invaluable. Moreover, working with Barbara was a pleasure.

Certainly no book ever achieves its full potential without someone overseeing every detail of its production. At the American Association of

Community Colleges, this "someone" is Bonnie Gardner. Bonnie has given freely of her time, knowledge, and experience in making this book a reality. Bonnie is an outstanding professional who understands and is committed to the community college and its leaders. Our national association is fortunate that she is a member of its team.

David Pierce's support was critical for the acceptance of the material for publication. His vision, like that of the campus presidents, is essential to the future of the community college. His foreword to this volume adds to its value and to our understanding of the role of the community college president.

Finally, the authors wish to acknowledge the assistance of the hundreds of community college presidents who took the time from their busy schedules to complete the survey form on which much of this volume is based. A special note of appreciation goes out to those seven presidents who were interviewed for this book. Their views add much to the volume.

George B. Vaughan
Raleigh, North Carolina

Gustavo A. Mellander
Fairfax, Virginia

Beverly Blois
Sterling, Virginia

Chapter 1

THE STATE OF THE PRESIDENCY

Only 654 two-year colleges existed in 1965, the year the Higher Education Act was passed. By the mid-1980s, that number had more than doubled: 1,350 two-year colleges made up 40 percent of all American institutions of higher education (Adelman, 1992, p. 1). The great majority of the nation's two-year institutions are publicly supported community colleges. These institutions routinely offer associate degrees, technical and vocational certificates, and continuing education credit and noncredit courses. In keeping with their mission of meeting societal needs, community colleges also offer contract courses for job training or retraining for business and industry, and developmental programs for both native English speakers and native speakers of other languages. These unique institutions face many challenges, and the roles played by their presidents are paramount to their success. Yet, careful and systematic reviews of their leaders' tasks are virtually impossible to find in the research literature on American higher education.

In a series of studies, most importantly his 1986 book, *The Community College Presidency,* George B. Vaughan has examined the career paths, lifestyles, and outlooks of chief executive officers at America's two-year community and technical colleges. Extensive survey research and nearly 100 personal interviews with presidents and trustees, presidents' spouses, and faculty members undergirded Vaughan's book. The first survey was conducted in 1984 and was completed by 591 of the 838 presidents of public two-year institutions who were solicited for interviews. The survey document consisted of 55 questions arranged into institutional and personal sections that included requests for information on presidents' backgrounds, spouses, children, and lifestyles.

After his first survey, Vaughan described community college presidents as symbolic of "that group of Americans born of blue-collar parents and reared in blue-collar homes" (Vaughan, 1986, p. 1) whose values had been shaped, directly or indirectly, by the Great Depression and World War II. As the United States neared the 1992 presidential election that would result in national power passing from a member of the World War II generation to someone who came of age in the 1960s, Vaughan again sought to gauge the characteristics of the topmost stratum of community college leaders. In 1991 he conducted a second national survey of chief executives of community colleges. To build a reliable database and maintain consistency, the survey instrument used was essentially identical to that used in 1984. In this case, it was completed by 837 of the 1,097 presidents of the nation's public community colleges who were polled, which yielded a very credible response rate of 76 percent.

This volume's intent is to describe and compare the changing roles of community college presidents. Data from Vaughan's two career and lifestyle surveys have been combined with other relevant material to paint a picture of the community college presidency and those who assume its responsibilities. Vaughan's 1984 study revealed that most community college presidents had assumed their positions during the 1960s. The 1991 survey gathered information about many of these same individuals, but with the addition of a cadre of presidents who were formed by the events and movements of the tumultuous 1960s.

Research conducted for the study presented in this volume reveals the extent to which the new cadre of leaders who attained the presidency between the mid-1980s and early 1990s were affected by changing circumstances. In his recently edited volume of essays, *Dilemmas of Leadership,* Vaughan describes community college leaders as having daily contact with individuals from all parts and ranks of the United States and the international community. The institutions they represent are in a unique position, geographically and philosophically, to respond positively to changes and challenges more quickly than other institutions of higher education (Vaughan, 1992, pp. xvii-xviii).

Other recent studies of higher education administrators (Twombly and Moore, 1991) and of community college leaders (Amey and Twombly, 1992) have traced changes in the backgrounds and preferred administrative styles of many community college leaders over time and between age cohorts. The primary intent of both studies was to demonstrate the advantages of having leaders and administrators with diverse backgrounds and preferences for participative or renewing leadership styles at the helm of the maturing community colleges of the 1990s.

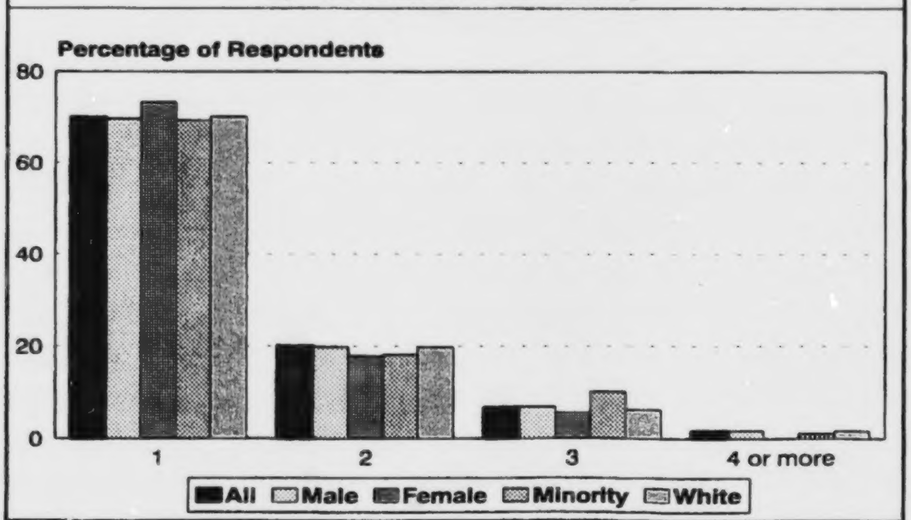
At appropriate points in this essay, data and hypotheses from the studies by Twombly and Moore and by Amey and Twombly will be employed to interpret the implications of a generational (and possibly an attitudinal) shift within the ranks of community college leaders surveyed by Vaughan. For instance, does clear evidence exist of a movement away from a homogeneous white male population of community college presidents and toward diversity in their demographics? Increases in the number of women and minority presidents and their attendant ramifications will be discussed.

Comparing Vaughan's 1984 and 1991 surveys provides a rare opportunity to subject widely held generalizations to confirmation or rejection based on real data. Vaughan's data will be considered from four aspects, each of which makes up a chapter in this volume:

- Family background
- Pathways to the presidency
- Routines and relationships
- Worldviews and aspirations

Each chapter draws on data from the two surveys and employs two types of information display—graphical and tabular. Histograms are used to illustrate frequency distributions within the population of 1991 survey respondents. For instance, the total number of presidencies held by each 1991 respondent is presented below. These data reveal that a nearly uniform distribution of all respondents occurs within the subgroups who have held one, two, or three or more presidencies. Male, female, white, and minority respondents have held one, two, or three or more presidencies in nearly equal percentages of cases (see Figure 1.1).

Figure 1.1
Total Presidencies
By Total, Gender, Race/Ethnicity



Tabular displays of information are employed to array absolute numbers and percentages of respondents from the 1991 survey and to compare 1984 and 1991 data. Thus, the data show that the vast majority of respondents in 1991 were in their first presidency (all four subgroups ranged from 69.7 percent for all men to 73.3 percent for all women) and that percentages for all respondents varied only slightly from 1984 to 1991, with the number of first-time presidents slightly lower (70 percent versus 74.5 percent) in 1991 (see Table 1.1).

Table 1.1: Total Number of Presidencies

	Survey		Gender 1991 Survey		Race/Ethnicity 1991 Survey	
	1991	1984	Female	Male	Minority	White
# of Presidencies	N %	N %	N %	N %	N %	N %
1	586 70	438 74.5	66 73.3	518 69.7	61 69.3	523 70.1
2	164 19.6	114 19.4	16 17.8	147 19.8	16 18.2	148 19.8
3	57 6.8	28 4.8	5 5.6	51 6.9	9 10.2	47 6.3
4 or more	13 1.6	8 1.4	0 0	13 1.7	1 1.1	12 1.6

1991 percentages are of total respondents, including missing, which are not displayed; therefore, percentages may not add up to 100. Gender and race totals may not equal survey totals due to missing responses on gender and race questions.

Cross-tabulated data also are used throughout this study to reference age, years as president, and college size for comparative use in relationship to the indices being considered. Unlike the gender and ethnicity information in the tables, cross-tabulations are referenced where relevant but will not be displayed.

The next chapter, "Family Background," considers variables such as fathers' and mothers' occupations and educational attainment. Chapter 3, "Pathway to the Presidency," describes the prior positions of respondents and their number of presidencies, plans for mobility, educational attainment, and professional affiliations. Chapter 4, "Assuming the Presidency: Routine and Relationships," examines variables such as work hours, annual leave, vacation patterns, relationships with confidants, self-appraised risk and stress levels, and service and professional involvements. The fifth chapter, "On the Job: Worldviews and Aspirations," considers many of the indices already identified (such as prior presidencies and other positions, professional affiliations, plans for mobility, risk and stress levels, and work hours and conditions) in a different context.

Vaughan's two surveys provide a longitudinal or historical perspective not available elsewhere in the literature. By providing a longitudinal view of the leadership of mature and maturing community colleges, these surveys give presidents, aspiring presidents, and all interested readers unique insights into many quantifiable aspects of presidential life at community colleges. Additional anecdotal and interview-based information has been supplied by the two senior authors, whose combined tenure as community college chief executives exceeds 30 years. Data from the two surveys allow certain conclusions to be drawn concerning the continuity and change of presidential duties and lifestyles during a critical era for America's community colleges and for those who are or soon will be leading them.

In several instances throughout this volume, past work by the authors is mentioned in order to document information, make comparisons, and provide background on the material being presented. For clarity and convenience in citing past work, the authors are referred to in the third person.

Chapter 2

FAMILY BACKGROUND

In this chapter, the family backgrounds of community college presidents are described in detail for clear study and examination. Our attention is focused on information provided by the two Vaughan pollings on the occupational categories and educational attainments of the parents of community college presidents. This chapter describes the data on presidential parents and cross-references it with age, gender, and ethnic categories. The two sets of data also allow us to isolate longitudinally any changes during the seven-year interim between Vaughan's studies and allow us to comment on the progress being made by women and minorities in attaining the community college presidency.

The data from Vaughan's 1984 and 1991 studies demonstrate classic examples of upward mobility. As a group, community college presidents have far exceeded the occupational categories and educational accomplishments of their parents in the overwhelming majority of cases. The family backgrounds of community college presidents clearly show just how upwardly mobile presidents have been in ascending the ladders of education and occupation.

At least one other recent study investigates the social origins of two-year college administrators (Twombly and Moore, 1991). Its authors concluded that high-ranking community college administrators had "'leapfrogged' their parents' educational attainments" (Twombly and Moore, 1991, p. 505). As leaders of postsecondary institutions characterized by very large numbers of first-generation college students, community college presidents (most of whom were once themselves among the first members of their families to attend college) should be excellent role models for their students.

In both the 1984 and 1991 surveys, Vaughan asked respondents to name their parents' most recent full-time occupations and to identify the highest educational degree attained by both parents. The 1991 findings indicated 26

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employment categories for presidents' fathers and 21 for presidents' mothers. Many categories were composites: for instance, one category combined social workers and counselors; another aggregated doctors and dentists. Predictably, some categories appear in only the fathers' or mothers' listings; others are far more dominant in one list than in the other. Nineteen presidents (2.3 percent) reported fathers who were engineers or architects, but no mothers practiced these professions; 6.3 percent of the presidents reported fathers who were corporate executives or managers, but only 1.7 percent reported mothers in this field.

The consistent (and to some extent surprising) finding across time, gender, and ethnicity is that the majority of parents of community college presidents never attended college. The data for 1984 and 1991 are almost identical on this measure—slightly above 80 percent never attended college.

FATHERS' OCCUPATIONS

The 1991 survey findings indicated that production and manufacturing jobs were the most common occupations of respondents' fathers. The percentage of presidents' fathers who held production and manufacturing jobs increased from 10.3 percent in 1984 to 26.8 percent in 1991, while the percentage of fathers who were corporate executives or managers declined dramatically.

Almost 18 percent of the presidents surveyed in 1984 listed their fathers' occupations as being in the administration and management category, which included such positions as foreman, textile manager, construction superintendent, banker, engineer, and accountant. These managerial role models and the attendant financial rewards that accompanied such positions may have influenced many a budding president. More than 14 percent of the presidents listed their fathers' occupations as being in the agriculture category. Approximately 13 percent listed other fields such as teaching, law, and the sciences (all of which normally require at least a bachelor's degree); 8 percent to 9 percent each listed sales, construction, and factory jobs; and almost 6 percent listed service occupations. Thus, Vaughan's original study showed that the great majority of community college presidents came from blue-collar homes. The 1991 survey reaffirmed these results.

The data on fathers' occupations from the 1991 survey reveal some interesting information when these data are cross-tabulated with the data from the same survey on length of tenure and current age of presidents. Presidents who had served for 1 to 5 years were more likely to have fathers who worked as public administrators or teachers than presidents who had served for 10 or more years. Declining paternal occupations from long- to short-term presidents include civil servants and clergymen.

These patterns, as we might expect, recur in the cross-tabulation for age:

public administration and teaching are far more common paternal occupations among presidents who were less than age 45 at the time of the 1991 survey than among those who were over age 55. And while nearly 6 percent of the over-55 group listed their fathers' occupations as being in the clergyman category, none of the under-45 group did so. There is also a noticeable decline from over-55 to under-45 presidents in the paternal occupations of production and manufacturing, agriculture, and sales.

Fathers of minority presidents were slightly more likely to be clergymen, teachers, civil servants, and production and manufacturing workers. On the other hand, they were slightly less likely to be executives and managers, engineers, or self-employed and significantly less likely to hold marketing and sales jobs.

Differences between the sexes also are clearly noticeable in the 1991 data. Fathers of female presidents are more likely to be represented in the fields of public administration, law, medicine, and the clergy than the fathers of the overall population of presidents surveyed. They are dramatically more likely to be among the self-employed. (Their entrepreneurial predisposition and experiences may have been beneficial influences on their daughters' ambitions.) Fathers of male presidents are more likely to hold positions in marketing or sales and engineering.

Finally, if we examine college size, we see that presidents of community colleges with more than 4,000 students are significantly more likely to have fathers whose occupations were in production and manufacturing, while presidents of institutions with less than 2,000 students are more likely to have fathers in the field of agriculture. This is not surprising. Logically, larger urban institutions are more likely to appeal to presidential candidates raised in cities. Likewise, smaller rural institutions might appeal to candidates raised in rural environments.

FATHERS' EDUCATIONAL ATTAINMENTS

The 1984 survey found that over 51 percent of the fathers of community college presidents had not finished high school, while another 29 percent had earned a high school diploma but had no additional formal schooling. Thus, fully 80 percent of them had never attended college. Less than 2 percent had attained associate degrees, almost 8 percent had attained baccalaureates, and another 8 percent had completed either master's or doctoral degrees. Insignificant numbers had received other types of degrees in fields such as law and accounting.

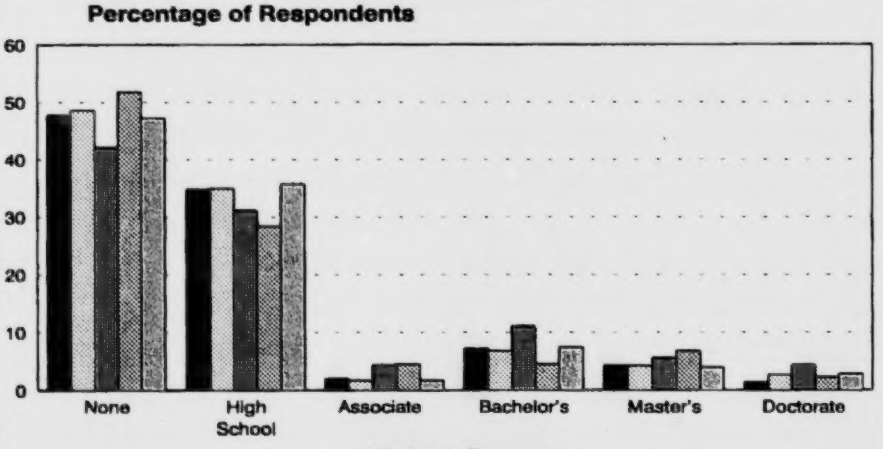
The data from the 1991 survey mirror Vaughan's earlier findings. In fact, a slightly higher ratio of presidents' fathers (over 82 percent) had attained no more than a high school diploma. Figures for all other categories are virtually the same as in the 1984 study. Thus, both studies reveal a demonstrably impressive and stable rate of social mobility for community college presidents.

Turning to the cross-tabulated data from the 1991 survey on fathers' educational attainments, we find that a slightly smaller percentage of the fathers of minority presidents (80 percent) than those of white presidents (82 percent) had no college; slightly more had at least some college (18.1 percent for fathers of minority presidents versus 16.2 percent for fathers of white presidents).

Fathers of female presidents showed somewhat more variance from the entire survey population. A noticeably smaller fraction (73.3 percent) of them had no college, although 25.6 percent had at least an associate degree. Interesting, too, is the greater fraction of associate degree recipients among both female and minority presidents' fathers (4.5 percent in both cases) versus the populationwide average of 2 percent (1.7 percent for all men and all whites). The relatively consistent educational background for all presidents' fathers can be seen in Figure 2.1 along with gender and ethnic breakouts.

Figure 2.1

Father's Highest Degree
By Total, Gender, Race/Ethnicity



Finally, it is interesting to examine the cross-tabulated data from the 1991 survey on total years as president, age, and college size. For college size, there is no noticeable differential from the populationwide averages. Among presidents who have served less than 10 years, there are slightly greater percentages of fathers who attended college. The most noticeable differences, perhaps not surprisingly, come for the cohort of presidents who are under age 45: for them, far fewer fathers failed to complete high school, and many more attained high school, associate, and baccalaureate degrees. Approximately the same rates of attaining more advanced degrees held for the fathers of both under-45 and over-55 age groups. Still, even for this youngest cohort, over 77 percent of their fathers never attended college.

MOTHERS' OCCUPATIONS

Data on occupations of presidents' mothers also were included in both surveys. The 1984 findings revealed that just under 60 percent were full-time homemakers. The next largest categories were educators and administrative support positions such as secretary, each with over 9 percent. The next leading category was in health-related fields, including nursing (over 3 percent).

All of these proportions are virtually unchanged in the 1991 data. With the passage of time and given the fact that so many women have worked outside their homes since World War II, these statistics may change dramatically in the next decade. An attendant increase in divorces during the same time frame also may be a new variable for researchers to catalog.

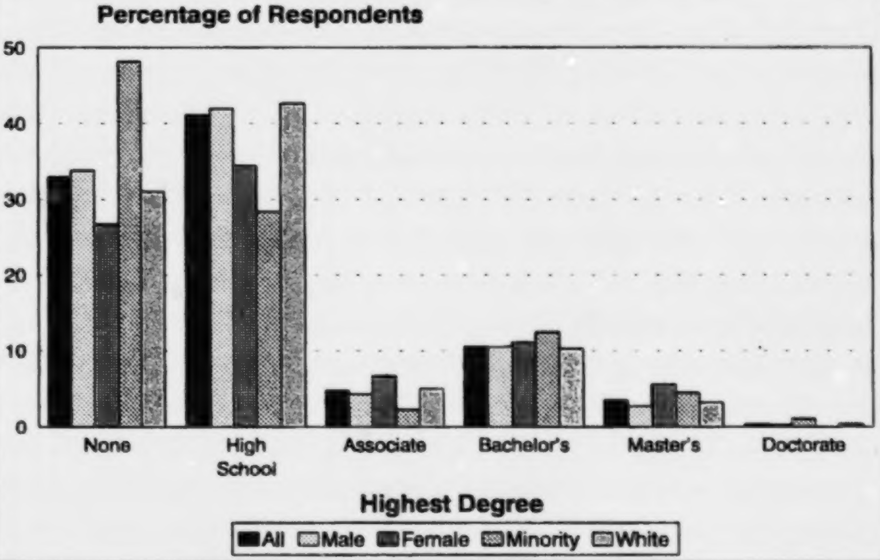
The data from the 1991 survey on mothers of female and minority presidents exhibit some variations from the norms for this sample of presidents. Mothers of minority presidents were slightly less likely to be homemakers and slightly more likely to be teachers than mothers of the total population. Mothers of female presidents were significantly less likely to be homemakers (43 percent). Thus, both minority and female presidents tend to come from homes with employed mothers, in the latter case to a far higher degree than the norms for the presidents surveyed. These employed mothers may have served as role models for their daughters or minority children. Cross-tabulations show lower fractions of homemaker mothers for presidents in office less than five years (52 percent) and for presidents in the under-45 age category (45 percent).

MOTHERS' EDUCATIONAL ATTAINMENTS

In 1984 Vaughan found that presidents' mothers were only slightly more likely to have attended some college than their fathers (22.6 percent versus 20 percent). The 1991 data exhibit a larger differential, indicating that 26 percent of the presidents' mothers had attended at least some college, versus less than 20 percent for presidents' fathers.

Presidents' mothers who attended college were more likely to attain associate and baccalaureate degrees than fathers, but less likely than fathers to attain master's and doctoral degrees. Mothers of female presidents were far more likely to have attended college (39 percent) than the overall population, and mothers of minority presidents were at the populationwide average of 26 percent (see Figure 2.2).

Figure 2.2
Mother's Highest Degree
By Total, Gender, Race/Ethnicity



Cross-tabulations of the 1991 survey data also indicate a greater likelihood of mothers attending college as the age of the president-respondent declines, with about 30 percent of the under-45 presidents' mothers having attended college. However, no other subpopulation approaches the college attendance level of mothers of female presidents.

RACE AND GENDER

Family background, while important in understanding the presidency, tells only part of the story. Equally important is the ethnicity and gender of those who occupy the position. For example, many community college leaders have worked very hard to see that the makeup of the student body reflects the makeup of the community in which the college is located. Is it now time for governing boards to be equally sensitive to the need for more diversity in the presidency? If so, there is much work to be done. The data from the 1991 survey show little diversity in the presidency in regard to gender, race, and ethnicity (although more women have attained the presidency since the survey was completed). Not surprisingly, the community college presidency (as of the spring of 1991) was overwhelmingly dominated by men. Eighty-nine percent of the presidents responding to the 1991 survey were men. Whites also dominated the presidential ranks: the same percentage (89 percent) of the responding presidents were white. Blacks made up approximately 4.5 percent of the respondents; approximately 3 percent were Hispanic; approximately 1.8 percent were American Indians; and approximately 1.7 percent were other minorities, including Asians.

A recent report on women occupying the presidency shows that the percentage has risen to over 14 percent (National Institute for Leadership Development, 1993, p. 12). Interestingly, neither women nor minorities come from family backgrounds (or educational backgrounds, for that matter) that differ to any great extent from those of their white male colleagues. This being the case, the reasons why more women and minorities do not occupy the presidency should be examined carefully as the nation becomes more diverse in its population, attitudes, cultures, and practically every other aspect of its life.

Conclusions

What do the findings about social background from the 1991 survey indicate about those who have become community college presidents? To what degree, if at all, do these facts influence the presidency?

First and foremost, it is clear that today's community college presidents are high achievers. While it is not uncommon for first-generation college graduates to enter education as a profession, it is unusual for them to advance to the very top of their career fields. We have anecdotal evidence that family background plays an important role in what many researchers (including numerous presidents themselves) describe as presidents' "missionary zeal." Their dogged determination to succeed propels them upward.

As "people's colleges" modern community colleges represent today what land-grant institutions represented over 100 years ago—a fresh manifestation of American democracy in action. Social background probably contributes to what is often perceived as the defensiveness and insularity of community college presidents as a group. Community college presidents and the institutions they lead are newcomers to academe; certain anxieties and uncertainties about the roles they play are not uncommon.

The largely blue-collar background of the majority of community college presidents may help to explain their ready and enthusiastic acceptance of the comprehensive mission of their institutions. Their willingness to embrace occupational and technical degree programs as a major part of that mission highlights their acceptance and support of the need to train as well as to educate. Given their receptivity, it is not surprising that many community college presidents have served as missionary pioneers in opening the doors of higher education to millions of Americans not served by four-year institutions.

Additionally, we should note that the changes in the data on social background between the 1984 and 1991 surveys reflect changes in American society at large. This may be seen in the decline in both manufacturing and agriculture occupations for fathers of community college presidents. The American economy gradually is moving away from both categories. The decline in the percentage of presidents' fathers who are clergymen may reflect a society that is becoming more secularized.

The data on female presidents from both surveys reveal that they come, on average, from two-career families with parents having more education than most Americans. Further, their fathers and mothers occupy more prestigious jobs. As Twombly and Moore (1991, p. 503) note, this fact may be interpreted two ways. While it seems to bear out the supposition that women benefit from family role models, it also may indicate another case of a "glass ceiling" that is penetrable only by female job candidates with far greater preparation than their male colleagues. Nevertheless, the role the mother plays, be it as a homemaker or as one working outside the home, seems to exert a growing influence on the daughter's ultimate career choice.

In what may prove to be atypical, a preliminary study of Hispanic community college presidents by one author of this volume indicates that their mothers attained a higher level of formal education than their fathers (Mellander, 1993). At the same time, few of them worked outside the home. What impact this had on presidential-bound children remains to be studied.

Chapter 3

PATHWAYS TO THE PRESIDENCY

The previous chapter sheds some light on the family environments of the community college presidents who responded to the 1991 survey. The data reveal that the great majority of presidents were first-generation college graduates who had been influenced heavily by, or may have modeled themselves after, at least one of their parents. As such, it is not uncommon that they would choose careers in education or even in higher education. What marks them, then, is not their upward mobility, but their ascent to the pinnacle of the hierarchy in their profession.

In this chapter, we will examine the most common pathways to the community college presidency. No single president is likely to fit all of the generalities put forward here, but all presidents will see themselves mirrored in some or even in most regards.

Most community college presidents who responded to the 1991 survey came to their current positions from within the institutional framework of community colleges. Just over 90 percent of them were selected from among community college administrative and faculty personnel. Additionally, most followed the academic route as opposed to either student development or administrative services paths.

The number of presidents coming from within the community college ranks testifies to the now-widespread network of more than 1,000 community colleges nationwide and to the professionalization of community college administration. At least three factors have influenced this trend: on-the-job training of administrators as they ascend the community college hierarchy; prior education in those centers that prepare community college professionals; and in-service training programs for aspiring senior administrators (such as those sponsored by the League for Innovation, Harvard University, the Kellogg Foundation, and the National Hispanic Community College Presidential Institute, to name only a few).

In earlier decades, community college presidents moved into community college leadership in significant numbers from such diverse external locations as public school administration, four-year college and university administration, and the business world. Prior to and during the 1960s, all of these sources accounted for a far larger share of the total presidencies than today. For instance, the combined share of public school and university administrators who became community college presidents was as high as 40 percent in the early 1960s. It had fallen to just over 10 percent by the late 1980s (Vaughan, 1986, p. 29). Conversely, presidents coming from within community colleges rose from just over 40 percent to approximately 90 percent during the same time period (Vaughan, 1986, p. 42).

Of those presidents in the 1991 survey who were chosen from within community college ranks, by far the most common position just prior to the presidency is that of the chief academic officer. This pathway mirrors one often followed at four-year colleges and universities.

The combined total of presidents surveyed who came from the positions of academic dean or academic vice president exceeds the combined total for those who came from the positions of dean of students and chief business officer by more than 5 to 1. The appeal of the chief academic officer's position as the most traveled pathway to the presidency seems to be a perennial one, at least at this point in time.

The indices from Vaughan's 1991 survey that will be examined in this chapter are age at first presidency, percentage who attended high school and became president within the same state, percentage with an associate degree from a community college, highest academic degree, highest degree field, master's degree field, percentage who have taught full-time or part-time at a community college, percentage who have published within the past five years, position held before first presidency, and chief confidant.

By examining this data, we can map a professional pathway to the presidency. Certain indices from the survey that could be examined here will be considered in later chapters. For instance, social and professional affiliations will be examined in the consideration of on-the-job routine in Chapter 4, and mobility plans will be assayed in an examination of the worldviews of community college presidents in Chapter 5.

Before proceeding to examine the pathways to the presidency, here are a few specifics about the 1991 sample of nearly 837 presidents. Most (70 percent) were serving in their first presidency, with almost 20 percent in their second, and nearly 7 percent in their third. Less than 2 percent had served as president of four or more community colleges. No women had held four or more presidencies. As we can see from both graphic and tabular data, these percentages are almost invariable across gender and ethnic lines.

Just over 90 percent of the community college presidents who responded were married in both the 1984 and 1991 surveys (see Table 3.1). The data reveal a slightly lower percentage of married minority presidents and a significantly lower percentage of married female presidents in the 1991 sample than in the 1984 sample. The number of presidents in 1991 with children is also just over 90 percent, but most (nearly 70 percent) have children who are age 18 or above.

TABLE 3.1: Current Marital Status

	Survey		Gender 1991 Survey		Race/Ethnicity 1991 Survey	
	1991	1984	Female	Male	Minority	White
Marital Status	N %	N %	N %	N %	N %	N %
Married	758 90.5	544 92	64 71.1	691 93	78 88.6	677 90.8
Single	14 1.7	11 1.9	26* 28.9	52* 7	10* 11.4	69* 9.2
Divorced	54 6.5	4 0.7				
Separated	5 0.6	24 4.1				
Spouse Deceased	6 0.7	8 1.4				

* Includes all unmarried categories.

1991 percentages are of total respondents, including missing, which are not displayed; therefore, percentages may not add up to 100. Gender and race totals may not equal survey totals due to missing responses on gender and race questions.

Like so many other chief executives, whether they work in business or in government, community college presidents find that their professional obligations place extraordinary pressures on their families. The percentage of respondents who had been divorced rose from less than 1 percent in 1984 to over 6 percent in 1991. These pressures and influences need to be studied. Although dysfunctional families characterized by maladjusted children and a high divorce rate among parents may not be the norm among community college presidents, they are not that unusual either. Many studies, including Vaughan and Associates' *The Presidential Team* (1987) and "The President's Spouse" in Vaughan's *The Community College Presidency* (1986), clearly assert the pressures on both presidents' spouses and their family units.

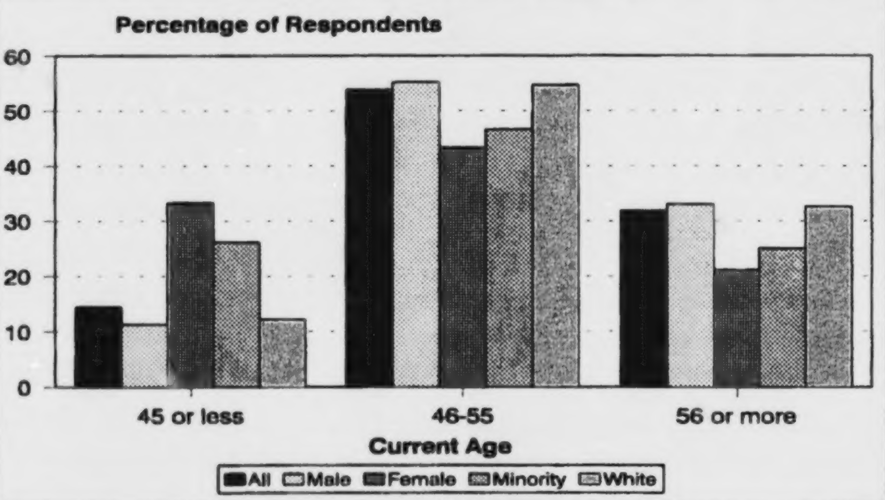
Based on data from the 1991 survey, most community college presidents were in the 46-to-55 age bracket at the time they responded to the survey. It is also interesting, and no doubt significant, that while women and minority presidents are underrepresented in both the 46-to-55 and 56-or-older brackets, they are well represented in the under-45 group. Let us now examine how this population of, on average, "married with children" presidents in their late 40s to early 50s came to their current positions.

AGE AT FIRST PRESIDENCY

While the average age of the presidents responding to the 1991 survey was 52.4, the median age was 43, clearly indicating that 50 percent had attained the presidency at that age or younger. Less than 2 percent rose to the presidency by age 30, just over 10 percent assumed the presidency between the ages of 31 and 35, 24 percent from ages 36 to 40, and over 28 percent from 41 to 45. Another 23 percent became presidents between the ages of 46 and 50 (see Figure 3.1).

Thus, just under 90 percent of all community college presidents in the 1991 survey had attained that position by age 50. Less than 1 percent attained their first presidency at age 60 or above. Just over 51 percent of the community college presidents surveyed in 1991 had attained their first presidency while in their 40s, and just under 35 percent while in their 30s.

Figure 3.1
Current Age of Presidents
By Total, Gender, Race/Ethnicity



Cross-tabulated data reveal some additional interesting perspectives on the age at which community college presidents are first appointed. Becoming a community college president while under age 40 is a declining trend. For presidents who had been serving for more than 10 years in 1991, over 60 percent had attained their initial appointment in their 30s. For those serving 6 to 10 years, just over 25 percent attained their first presidency in their 30s. For those serving 5 years or less, the comparable statistic is 19 percent.

The cross-tabulations also reveal that presidents who had been appointed in their 30s tended to be white (37 percent white versus 27 percent minority) and male (37 percent male versus 31 percent female). The percentage of minority and female presidents surpasses white male presidents in their initial appointments in the 40s-to-50s age span. Thus, the data reveal that most presidents are now being appointed at a later age (40s instead of 30s). Further, the female and minority presidents in the 1991 survey tended to be appointed at slightly later ages than their male colleagues. Later appointments could be attributed to the fact that large numbers of women and minorities were not in the traditional pipeline for advancement to the presidency in the past.

GEOGRAPHICAL PERSISTENCE

The data summarized in Table 3.2 reveal that just over 45 percent of all responding presidents in the 1991 survey lived in the same state in which they attended high school. Additionally, geographical persistence has remained an inflexible measure for the period between the two data points of 1984 and 1991.

This geographical persistence was a significantly less common factor for both female and minority presidents. Based on the 1991 data, only about one-third of the female and minority community college presidents were

Table 3.2: Presidents Who Live in Same State as High School Attended

	Survey		Gender 1991 Survey		Race/Ethnicity 1991 Survey	
	1991	1984	Female	Male	Minority	White
# of Presidencies	N %	N %	N %	N %	N %	N %
YES	380 45.4	268 45.4	31 34.4	346 46.6	30 34.1	348 46.6
NO	454 54.2	322 54.6	58 64.4	395 53.2	57 64.8	396 53.1

1991 percentages are of total respondents, including missing, which are not displayed; therefore, percentages may not add up to 100. Gender and race totals may not equal survey totals due to missing responses on gender and race questions.

working in their home states when they responded to the survey. Perhaps their desire to break into the presidency and their relative novelty to the presidential arena provided them with a higher degree of motivation and willingness to relocate.

Cross-tabulations of the 1991 data indicate that this measure declines steadily as the ages of respondents rise. While 49 percent of the presidents over age 55 and 47 percent of the presidents who had held their positions for more than 10 years indicated positive geographical persistence, those age 45 or younger or serving for 5 years or less had positive responses in a lower range of 42 percent to 43 percent. Younger presidents with fewer years of service are more mobile than older presidents with longer terms of service. Also, as indicated above, women and minority presidents are more mobile than white males.

EDUCATIONAL ATTAINMENT

Associate Degree from a Community College

Only 16 percent of the 1991 sample had received an associate degree from a community college, though comparing the data from both surveys reveals that this index is increasing gradually. Approximately 14 percent of the 1991 respondents who had served as president for 6 to 10 and more than 10 years had associate degrees, while 19 percent of those serving 5 years or less had earned this degree. This was the greatest variation in any of the cross-tabulated indices. This trend is particularly evident in California and Florida, perhaps due to the wide acceptance of community college education in those states. However, the data from the 1991 survey revealed virtually no variability in regard to gender or ethnicity among presidents who held the associate degree.

Nationwide, the increased number of associate degree holders becoming community college presidents in the late 1980s (those who had served five years or less in the 1991 survey) is doubtless the result of the upsurge in the number of community colleges in the 1960s and 1970s, the years during which the number of American two-year colleges approached the current total. And because many presidents remained in those states where they received their high school education, it could well be that many attended a community college in the same state. Clearly, the number of presidents who graduated from community colleges is on the rise (American Association of Community Colleges, 1982; 1987).

For presidents conforming to our averages who would have commenced collegiate study in the mid-1960s or later, the 15 to 20 years necessary to bring them to the age of 35 to 45 would have transpired just in time to make these individuals the majority of the presidents serving five years or less for the 1991 polling.

Highest Degree

Approximately 85 percent of the community college presidents surveyed in 1991 had earned a doctoral degree, divided almost equally into recipients of Ph.D. (47 percent) and Ed.D. (53 percent) degrees. Of the approximately 332 presidents holding Ph.D. degrees, over 41 percent (138) had their degrees in higher education. The remaining 194 had Ph.D. degrees in fields other than education. Another 12 percent of the presidents surveyed in 1991 had not progressed beyond a master's degree. Only 3 percent held no advanced degree.

As illustrated in Table 3.3, the data from the two surveys reveal that the number of presidents whose highest degree was a master's degree declined noticeably between 1984 and 1991, the number holding the Ed.D. remained stable, and the number holding the Ph.D. increased by almost 10 percent. It is interesting to note that although almost all presidential vacancy advertisements state "master's required but doctorate preferred," the successful candidate ultimately selected almost always holds an earned doctorate.

Table 3.3: Highest Degree of Presidents

	Survey		Gender 1991 Survey		Race/Ethnicity 1991 Survey	
	1991	1984	Female	Male	Minority	White
Highest Degree	N %	N %	N %	N %	N %	N %
Bachelor's	5 0.6	3 0.5	0 0	5 0.7	1 1.1	4 0.5
Master's	103 12.3	101 17.2	17 18.9	85 11.4	16 18.2	87 11.7
Ph.D.-Higher Ed.	138 16.5	188* 31.8	16 17.8	122 16.4	13 14.8	125 16.7
PH.D.-Other	194 23.2	188* 31.8	22 24.4	172 23.2	23 26.1	170 22.8
Ed.D.	375 44.8	259 44	32 35.6	341 45	31 35.2	342 45.8
Ed.S.	9 1.1	13 2.2	0 0	9 1.2	0 0	9 1.2
Other	13 1.6	24 4.1	3 3.3	9 1.2	4 4.5	9 1.2

* The 1984 survey did not distinguish between Ph.D.'s in various fields. Both starred fields are total Ph.D.'s.
1991 percentages are of total respondents, including missing, which are not displayed; therefore, percentages may not add up to 100. Gender and race totals may not equal survey totals due to missing responses on gender and race questions.

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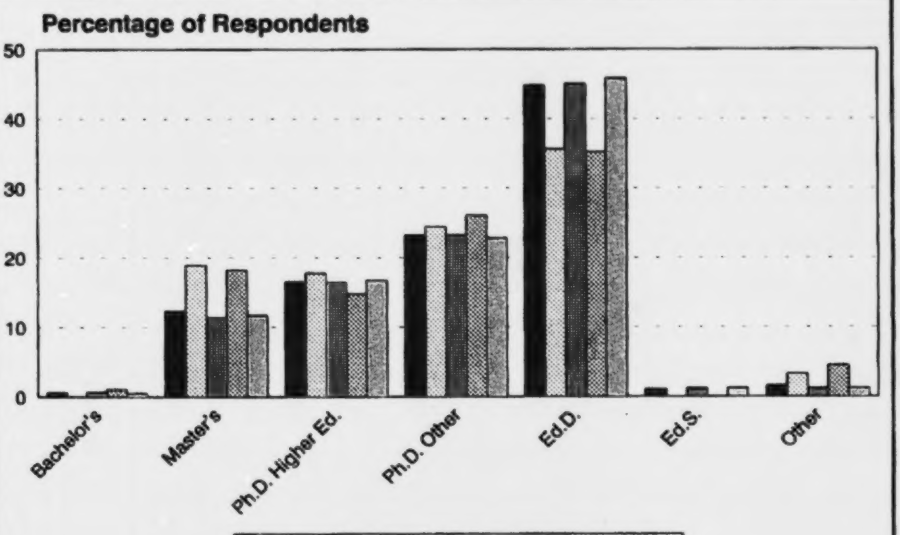
Another comparison emerges from examining Table 3.3 and the cross-tabulations by gender and ethnicity in Figure 3.2. Although the data from the 1991 survey reveal that minority presidents were somewhat more likely than their white colleagues to have a master's degree and somewhat less likely to have an Ed.D., the percentages for the Ph.D. were approximately equal.

Figure 3.2
Highest Degree of Presidents
By Total, Gender, Race/Ethnicity



Women were more likely to have a master's or Ph.D. than their male counterparts and less likely to have the Ed.D. No clear reason for this peculiar quirk is discernable, unless fewer Ed.D.'s have been earned in recent years when women have attended graduate school in greater numbers.

Cross-tabulated data from the 1991 survey also indicate that a slightly higher percentage of presidents with a master's degree are among those serving 10 years or less than those serving over 10 years (approximately 14 percent versus 10 percent). Additionally, the Ed.D. apparently has lost ground to the Ph.D. among those presidents serving 10 years or less: for presidents serving more than 10 years at the time of the survey, Ed.D. recipients outnumbered Ph.D. recipients by 5 to 3; for all presidents serving 10 years or less, the absolute numbers of Ph.D. recipients had risen slightly to exceed holders of the Ed.D.

Highest Degree Field

Of those presidents who responded to the 1991 survey and had doctoral degrees, nearly 80 percent received their highest degree in the field of education. Of these, over 50 percent had studied higher education, with smaller percentages for such fields as vocational education, adult education, and educational administration. This is in direct contrast to degrees held by presidents of four-year institutions, where those who have Ph.D.'s in the humanities dominate (Carbone, 1981, p. 9).

Cross-tabulations of the 1991 survey data reveal a decline for all of the education fields versus noneducation degree fields. More than 1 in 4 presidents surveyed in 1991 who had served 5 years or less had their highest degree in a field other than education; for those serving more than 10 years, the comparable statistic is less than 1 in 5. A survey conducted of the California and New Jersey state systems by Mellander and Wright (1992) indicates that female presidents, minority presidents, and presidents of relatively large community colleges all were more likely than average to have their highest degree in a field other than education. This could reflect the desires of faculty and boards of trustees in search committees. In their search for legitimacy for their colleges, they might tend to emulate universities and select candidates with Ph.D.'s to lead them.

Master's Degree Field

For approximately 1 president in 8 who responded to the 1991 survey, the master's degree was the highest degree attained. For other respondents, it was the penultimate level of study. More than one-third of all the presidents surveyed in 1991 completed their master's studies in the field of education. Only one other field of study (psychology) had been studied by 10 percent of the responding presidents; business, English, and history all registered in the range of 7 percent. Here are the figures for all fields of study, reported in alphabetical order:

Biology	3.9%
Business	6.5%
Chemistry	1.4%
Education	36.7%
Engineering	1.1%
English	6.6%
History	7.2%
Mathematics	3.5%
Political Science	3.8%
Psychology	10.8%
Sociology	1.6%

Other	16.0%
Missing	1.1%

Cross-tabulations of the 1991 data reveal a noticeable decline in the field of education (over 40 percent for presidents serving more than 10 years, but only 28 percent for those serving 5 years or less), versus slight increases for virtually all other fields of study. Minority presidents were noticeably less likely than their white colleagues to have a master's degree in education. Large community colleges were somewhat less likely to have presidents whose master's fields were education. They were more likely to have studied almost all other fields, but most noticeably business. Because "teaching experience at a community college" is frequently listed as a desired requirement in presidential advertisements and because most community colleges do not offer education courses, a master's degree in education increasingly may become a liability in the years ahead.

The most striking divergences revealed in the cross-tabulations were along lines of gender. Nearly 40 percent of the male presidents surveyed in 1991 had a master's degree in education, compared with only 17 percent of the female presidents. Although only 5 percent of the male presidents had English as their master's field, 18 percent of the female presidents had been English majors at the master's level. The ability to write well has been an important tool, if not a virtual requirement, for college presidents.

Community College Teaching

A relatively large number of the presidents in the 1991 survey had teaching experience in community colleges: over 42 percent had taught full-time, and over 61 percent had taught part-time. Moreover, the numbers for both categories increased through time. Growth in the number of those who had taught part-time was slight based on comparisons between the 1984 and 1991 surveys. However, for presidents in the 1991 survey serving more than 10 years, only one-third had taught full-time in a community college. In contrast, the comparable fraction for those serving 10 years or less was nearly one-half. Clearly, faculty members are moving up the administrative ladder to become presidents.

In 1991, female presidents and presidents of large institutions were among those most likely to have taught full-time, while minority presidents had done so less often than the average. Cross-tabulations for part-time teaching were very close to the samplewide averages above.

Recently Published

"Publish or perish" has long been a *sine qua non* for university professors and, indeed, many administrators. However, the emphasis on teaching and heavy teaching loads have tended to reduce similar expectations for community college faculty. Furthermore, neither tenure nor promotions are predicated on research or publishing at the vast majority of community colleges. Similar work obligations and expectations have influenced community college administrators as well. So it is not surprising that just over 40 percent of the presidents who responded to the 1991 survey have published in the past five years.

In the majority of cases (37 percent), the publication was an article. Small numbers had published either a book chapter (3.1 percent) or a book review (0.5 percent). A book had been published by only 2.2 percent of the respondents. Changes in institutional culture and on-the-job expectations will have to occur before this entrenched modus operandi can be expected to give way.

POSITION BEFORE FIRST PRESIDENCY

As noted at the beginning of this chapter, community college "insiders" have filled 9 out of 10 presidential vacancies in recent years, based on the data collected in the 1991 survey. In the majority of these cases, presidents were promoted from the ranks of chief academic officers. Indeed, approximately 57 percent of the presidents responding to the 1991 survey served as chief academic officers prior to assuming their first presidency. Whether their title was "dean of instruction" or "academic vice president," most presidents were selected through the academic side of the organizational chart. As clearly indicated throughout Vaughan's *Pathway to the Presidency*, many academic deans are also the second in command at their colleges and substitute for the president during the latter's vacations or illnesses. They are clearly perceived as the heirs apparent.

Mellander informally has studied appointment records noted in *The Chronicle of Higher Education* since 1975. He has noticed that if a presidency is suddenly vacated through death or the rapid departure of the incumbent, the academic dean more times than not is appointed to be the interim president. Many academic deans ultimately have been selected president with the passage of time. According to Mellander's informal notes, whether coincidental or not, every minority community college president in New Jersey from 1975 to 1990 served in an interim capacity before securing the full presidential appointment.

Other positions, such as student services coordinator and business affairs officer, are less well represented in the presidential ranks. As may be seen from both tabular and graphic displays, over 75 percent of all presidents in the 1991 survey advanced to their position from either a community college vice presidency or deanship.

To reiterate the dominance of academic administration, it can be seen that senior positions in student services, administration, and community services, even when aggregated, constitute less than one-fourth of the total for academic administrators. The preferred path to the presidency is clear (see Table 3.4).

Table 3.4: Position Prior to First Presidency

	1991 Survey	Gender		Race/Ethnicity	
		Female	Male	Minority	White
Position	N=833 %	N=89 %	N=744 %	N=87 %	N=746 %
Dean of Instruction	242 29	34 38.1	208 28	22 25	220 28.8
Dean of Student Services	53 6.3	5 5.6	48 6.4	9 10.2	44 5.8
Dean of Administration	33 4	1 1.1	32 4.3	2 2.3	31 4
Academic Vice President	233 28	20 22.4	213 28.6	18 20.5	215 28.1
Nonacademic Vice President	47 5.6	3 3.4	44 5.9	8 9.1	39 5.1
Dean of Community Services	33 3.9	4 4.4	29 3.9	1 1.1	32 4.2
Other	192 23	22 34.6	170 22.8	27 31	165 22.1

Cross-tabulations of the 1991 data reveal a relatively constant influx into the presidency by deans of student services (in the range of 5 percent to 6 percent) and deans of administrative services (3 percent to 4 percent). Through time, a slight decline occurs in numbers and percentages of deans of instruction, and a larger gain (from 17 percent to 28 percent) occurs for academic vice presidents. This trend seems to indicate a gradual replacement of one title by another in the vocabulary of titles used by community colleges.

Based on the 1991 survey data, the minority presidents were somewhat more likely to have served as deans of student services than their white colleagues. Female presidents were somewhat less likely than their male counterparts to have been academic vice presidents, deans of student services, or business affairs officers. However, they were slightly more likely to have served as deans of instruction. Some of these variations may be seen in the graphic display of prior positions (see Figure 3.3).

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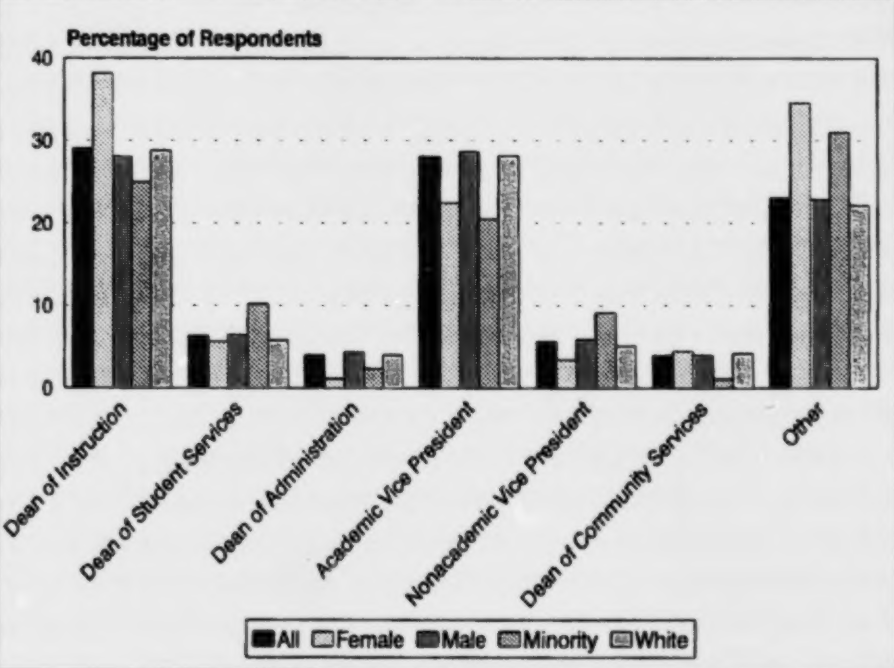
Figure 3.3

Position Before First Presidency



CHIEF CONFIDANT

Reinforcing the importance of academic operations as a fertile breeding ground for community college presidents is the fact that most presidents who were surveyed in 1991 considered their academic officers to be their chief on-campus confidants. Significant numbers of presidents, when asked to name a chief confidant, named their spouse (over 25 percent); others named another president (17 percent). Approximately 20 percent named their chief academic officer. That percentage is all the more striking when compared to the fact that no other on-campus administrative category received more than 2 percent (chief business officer). The student services officer was named in less than 1 percent of responses.

Presidents could favor academic deans because more often than not they were once one themselves. In addition, presidents know the importance of staying informed of faculty activities so they can provide the appropriate leadership.

CONCLUSIONS

As the data from both the 1984 and 1991 surveys reveal, community college presidents have traveled a variety of pathways to the presidency, but the routes and the significant posts alongside them have changed noticeably in the years between the two surveys. In 1984 many presidents came from outside the community college environment with experiences in secondary schools, universities, or the business world. The 1991 data reveal that the vast majority now come from within the ranks of community colleges. The normal maturation cycle and the explosive growth of community colleges would make this a logical progression.

The great majority of the presidents surveyed in 1984 were white men. The same was true in 1991: approximately 89 percent of the respondents were white, with the great majority being men. Of the 837 presidents responding to the 1991 survey, 92 were women. The scene seems to be changing rapidly. According to a National Institute for Leadership report (1993, p. 12), there are currently 127 female presidents heading the nation's public community colleges. Discounting five individuals listed as president in the report who would not have been counted in the 1991 survey (a state system chancellor, an interim president, and some presidents who would have been provosts or vice presidents in 1991 but who are now presidents of individually accredited institutions in large systems), the increase in the number and percentage of female presidents is impressive. Assuming the 837 respondents remained constant, the 122 female presidents would represent over 14.5 percent of the total number of community college presidents, versus 11 percent in the 1991 survey. Women in particular seem to be well-positioned to assume the presidency, thanks to an organized and proactive national network.

As more and more women move into the presidential ranks, it is important to encourage studies that investigate this transformation and take its impact into consideration. Estela Bensimon (1989) has found that the female interpretation of presidential leadership differs significantly from the prevailing male viewpoint. She suggests that gender must be taken into consideration because of the various perceptual differences between men and women. She also feels the literature is suspect because many studies are male-oriented, and thus their results tend to be male-biased.

VIEWS OF CURRENT FEMALE PRESIDENTS

Of the approximately 3,000 college presidents in the United States, 12 percent are women. Research indicates that this percentage undoubtedly will increase during the next decade (Leatherman, 1993, p. A14).

In June 1993 the American Council on Education's Office of Women in Higher Education sponsored a "Women Presidents' Summit" in Washington, D.C. Nearly 200 former and current college presidents attended and discussed the various issues that most affect women.

The results of the summit were interesting and revealing. Although many important ideas surfaced, a prevailing and underlying thread was the widely and strongly held awareness that women encounter deleterious differences when they assume a presidency. First, many female presidents feel that their work and how they are judged is complicated by antiquated and inaccurate gender bias. Second, it was agreed that it is important for female presidents to speak out on all important issues. If they do not, they fear their particular point of view will not be articulated, much less understood. Third, female presidents want women's opinions and perspectives included in all higher education debates. They feel left out of the debate, and they feel that their opinions, when heard, are minimized. Finally, many female presidents feel that they have been unnecessarily and inaccurately labeled in one fashion or another because of their gender (Leatherman, 1993, p. A14).

Among the increasing number of women who are community college presidents, there are similar feelings that their tasks are complicated because of outdated and inaccurate gender perceptions. Mellander informally contacted 12 female community college presidents to secure their impressions on the validity of this generalization. Only two disagreed. As is the case in many other professions, the first pioneers serve as icebreakers and role models for the many individuals who follow them. Let us hope that the problems being faced and handled by current female presidents will not deter other women from seeking community college presidencies in the future.

MAPPING THE PATH

As already established, academic administration, be it for men or women, historically has been the predominant entry avenue for internally selected presidents. The route, however, to becoming a dean or vice president for academic affairs is undergoing some change. Experienced community college professors with Ph.D.'s in their teaching fields and years of successful classroom teaching are coming, in significant numbers, to occupy these administrative posts. Insiders with experience at all levels of academic operations—from instructor, to department or division head, to junior administrative post, and finally to senior post—are now as common a phenomenon as those who have proceeded directly from graduate training in higher education to the administrative pathway.

Today, and for some time now, a common pathway to the community college presidency has been a planned, systematic approach. The purposeful activity of seeking a presidency might commence with graduate study in fields such as community college or higher education administration that lead to lower-level-entry administrative posts. Clearly, not all who search for a presidency receive one. In fact, many who openly profess such ambitions never achieve them. Their unanswered prayers may have as much to do with circumstances beyond their control as with misdirected planning.

In any case, the survey data suggest that those seeking the presidency of a community college would be best advised to chart a course through academic administration after some classroom experience. There are several advantages to taking such a path. First, as noted previously, the data from the 1991 survey indicate that more presidents are now being chosen from chief academic officers than from any other category of candidates. Second, many presidents indicate their regard for academic administrators by making them their chief confidants. Third, the critical constituency of any president, an institution's faculty, normally regard an academic administrator as most likely to protect their interests. Further, faculty perceive academic deans as future presidents and treat them in that fashion. Many boards of trustees look upon the academic dean in a similar fashion.

Of all potential routes to the community college presidency, the academic pipeline seems to be the clearest and surest. For this reason, and because of the growing numbers of former professors who rise to the presidency, community college presidents as a group are beginning to exhibit many similarities to their peers at four-year colleges and universities. To the extent that current and future community college presidents mirror their university colleagues in both preparation and credentials, they will enhance the reputations of their colleges considerably. However, merely emulating university presidents will not serve the distinctive mission of community colleges or the unique needs of their students. In fact, such emulation could be counterproductive because the needs and missions of four-year institutions and community colleges clearly are different.

Chapter 4

ASSUMING THE PRESIDENCY: ROUTINES AND RELATIONSHIPS

Having attained their positions, most presidents are called upon to "put up or shut up" (Vaughan, 1986, p. 43). Unfortunately, some do neither. As one of this volume's authors stated during his farewell speech in Saratoga, California, after having served as chancellor of a 35,000-student community college district for over seven years, "There are three kinds of presidents: the few who make things happen, the many who watch things happen, and the majority who have no idea what happened" (Mellander, 1992). Community college presidents encounter many opportunities to "make things happen," but they also must accept many events and circumstances over which they have no control.

New daily obligations bring such changes in reality and perspective that many newly appointed chief executives begin to feel that they have changed professions (Vaughan, 1986, p. 45). Many even wonder why so little of their education has prepared them for their new stresses and obligations. This chapter will examine a few select measures of community college presidents' on-the-job routines, with their assessments of the job-related pressures that accompany their positions.

In the following sections, we will consider the 1991 survey responses to the following queries: weekly work hours, chief confidant, professional affiliations, civic affiliations, and respondents' views of the risk and stress levels of the community college presidency. A few of the subjects discussed in this chapter are related to the external functions of the presidency (professional and civic affiliations). The findings on respondents' chief confidants were considered briefly in the previous chapter, but they are relevant again in the present context. A wide variety of factors, many unexamined in the survey, stand behind the respondents' appraisals of the risk and stress levels that accompany their jobs. These appraisals offer insights into presidential self-image, and they provide aspiring presidents with a glimpse of what to expect.

While doing research for *The Community College Presidency,* Vaughan discovered that newly appointed presidents did not anticipate either the amount of time they would be required to spend on external affairs or the amount, intensity, and sources of the multiple pressures they would experience on the job (Vaughan, 1986, p. 50). These concerns are gauged in the following sections.

WEEKLY WORK HOURS

Not surprisingly, community college presidents put in long hours on the job. The 1991 survey data reveal that less than 5 percent of the respondents reported a work week of 40 hours or less. Almost half (48 percent) worked between 50 and 60 hours per week, and another 15 percent worked more than 60 hours per week. Most presidents worked some nights during the week, and they also devoted time to their jobs during the weekends. Regular evening community obligations, be they committee meetings or required social obligations, cut deeply into presidential time that professionals in other occupations use for personal leisure. Therefore, the data indicate that the hours these presidents had for leisure or for spending time with their spouses were correspondingly low. Nearly 60 percent of the 1991 respondents reported fewer than 20 hours per week of leisure time, and just over 30 percent spent 10 or fewer hours per week with their spouses, other than time spent sleeping.

Interestingly, both age and total years as president show an inverse relationship to weekly work hours. Approximately 70 percent of the respondents who were age 45 or younger reported working more than 50 hours per week. Those between the ages of 46 and 55 were slightly less likely to work more than 50 hours per week (65 percent), and only 55 percent of the respondents who were over age 55 reported working more than 50 hours per week. For presidents who had been on the job less than 5 years, just below 70 percent worked more than 50 hours per week; approximately 60 percent of those who had been on the job for more than 10 years did so. Many possible explanations rush forth, from youthful ambition and energy at one end of the spectrum, to utter burnout, frustration, and disappointment at the other end. After attending the fifth funeral for fellow presidents between the age of 50 and 60 in less than three years, a student of the community college presidency commented that it is "a young person's rat race."

The danger of drifting into gloom and doom exists for anyone who studies the data and reflects on the presidents they have known. One can easily assume that most young persons promoted to positions of importance work very hard and very long hours, and that is probably true for all professions. Conversely, many presidents also begin to slow down for a variety of reasons while in their mid-50s. And not all community college presidents die prematurely. Many learn to pace themselves and select priorities, one of those being to place things in perspective and stay focused on the finish line.

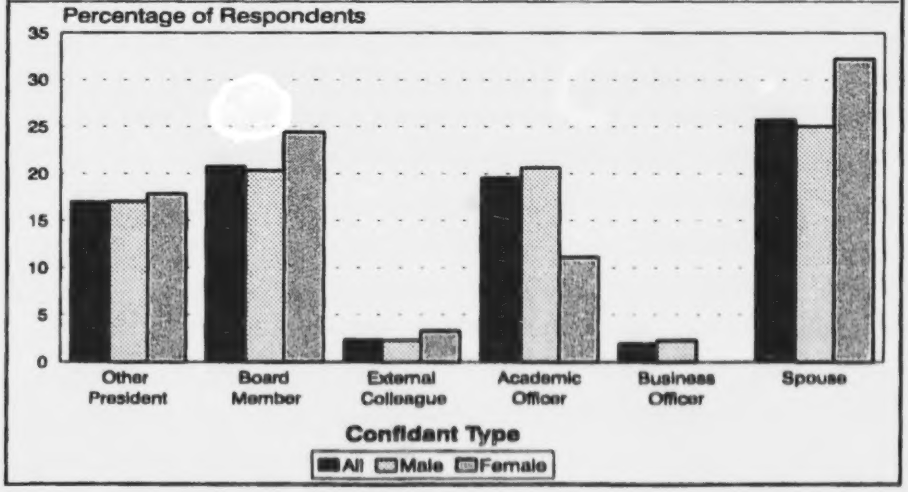
CHIEF CONFIDANT

Whether they serve as alter egos, confessors, or trusted colleagues, chief confidants played a role in the professional lives of almost all of the presidents who responded to the 1991 survey. Four types of individuals dominated responses to questions about the identity of chief confidants: spouses (named by just over 25 percent of the respondents), board or faculty members (21 percent), chief academic officers (20 percent), and other presidents (17 percent). No other category (business officer, student services officer, or others) claimed more than 2 percent of the responses.

Spouses were cited somewhat more often as chief confidants by female presidents than by males. Also, cross-tabulations show that the younger the president, the more likely the spouse was named. Thirty percent of the respondents who were age 45 or younger named their spouses as confidants; only 24 percent of those over 55 did so (see Figure 4.1).

Board or faculty members, like spouses, were somewhat more commonly named by female presidents than by their male colleagues, and they were named more frequently by older presidents. Over 21 percent of the respondents who were age 46 and above named board or faculty members as confidants; only 16 percent of those 45 or younger did so.

Figure 4.1
Chief Confidant
By Total, Gender



Chief academic officers were named as confidants more often by male respondents than by female respondents. They also were nearly twice as likely to be named by presidents who were age 46 or over (21 percent) than by those who were age 45 or younger (11 percent) at the time of the 1991 survey.

Presidential colleagues from other community colleges were named as chief confidants by almost equal percentages of male and female presidents, but they were cited far more frequently by younger respondents. Over 28 percent of those who were age 45 or younger named another president as their chief confidant; only 13 percent of those over age 55 did so. Minority presidents also were very likely to name another president as their chief confidant. In fact, for this subgroup, other presidents slightly outranked spouses.

Much history, perceived or real, must be sorted in the matter of presidential confidants in the workplace. Working relationships can develop into deep and efficient partnerships that increase a president's effectiveness exponentially. Many such cases abound, and their respective institutions have benefited enormously. Some of these relationships have lasted decades to the benefit of all concerned. Some presidents pride themselves on providing incubators for aspiring presidents. During their careers, they have strings of confidants who work with them and are carefully groomed before being assisted to a presidency of their own.

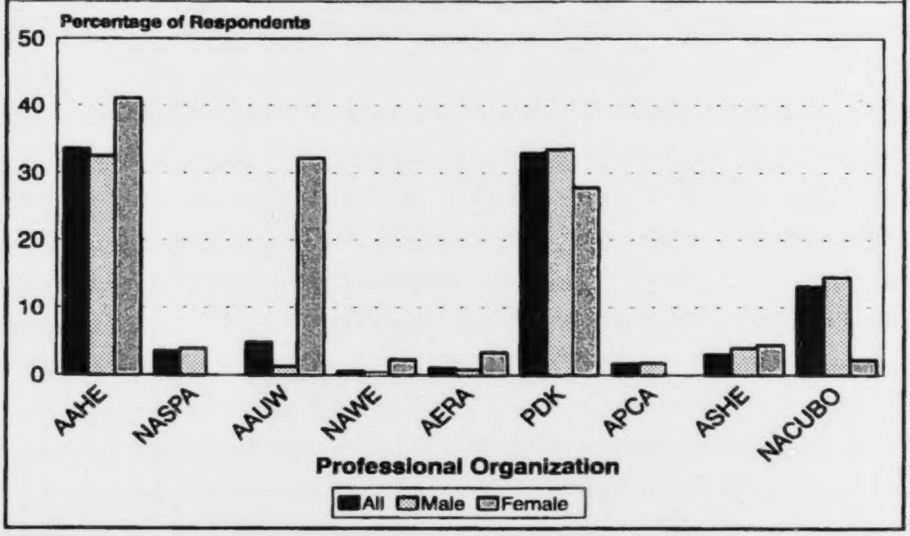
PROFESSIONAL AFFILIATIONS

One of a president's chief functions is to articulate the college's mission to interested parties inside and outside the institution. Within the college, each president has to build support and a consensus (even if it is a factious one). Additionally, the president must communicate the college's importance to those who work outside the college but who are crucial to its support, particularly funding authorities. One primary arena where presidents play the role of external spokesperson is within an array of professional organizations, many of which are new to college presidents when they assume their positions. Yet they must join, address, and, in some cases, lead them.

The 1991 survey specified nine professional associations in which respondents could report membership. Over 33 percent of those responding named the American Association for Higher Education (AAHE) as a professional membership, and an almost equal percentage listed membership in the education honorary fraternity Phi Delta Kappa (PDK). Thirteen percent indicated membership in the National Association of College and University Business Officers (NACUBO), which offers institutional instead of individual memberships. The vast majority of NACUBO members were men. Obviously, most American Association of University Women (AAUW) memberships were reported by female presidents.

Some organizations showed no cross-tabulation correlations, but AAHE membership was mentioned more frequently by respondents from large institutions (42 percent) than by respondents from smaller ones (29 percent). AAHE membership also was more common for female (41 percent) and minority (51 percent) presidents than for their white male colleagues (see Figure 4.2).

Figure 4.2
Professional Affiliations
By Total, Gender



CIVIC AND SOCIAL AFFILIATIONS

Most community colleges strive to establish linkages with business and community groups in their service areas. This intense and dedicated external orientation to meeting the needs of their local communities distinguishes community colleges from other colleges and universities. The common ground on which college and community comes together is through a civic or social organization. Community college presidents may not be as involved as university presidents in fund raising, but they are extremely interconnected with community leaders. They constantly strive to establish new linkages with new constituencies.

The 1991 survey asked respondents to identify community organizations to which they belonged and their levels of participation. The list of nearly a dozen choices included political forums (such as the League of

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Women Voters), social clubs, and service clubs (such as Lions, Kiwanis, Rotary, and others). The survey also asked respondents if they belonged to a country club and, if so, if they used it for professional entertaining.

Most organizations listed were chosen by fewer than 5 percent of the respondents. Exceptions were Masons (5 percent), Lions (6 percent), Kiwanis (10 percent), and Rotary (56 percent) organizations. Just under 30 percent of the respondents belonged to a country club. By absolute number and by percentage, Rotarians outnumbered members of all other clubs and associations (including country clubs) combined.

Cross-tabulations indicate, for instance, that country club membership was less frequent for responding presidents of large community colleges (20 percent) than for those of smaller colleges (34 percent). Over 50 percent of all respondents reported membership in Rotary organizations, with no variations among presidents from colleges of different sizes. Nor did Rotary membership decrease significantly for either female (47 percent) or minority (44 percent) presidents. Among younger (age 45 or less) presidents, Rotary membership is even higher (61 percent) than the average for all respondents (56 percent). With their emphasis on local issues as well as international exchanges and selective memberships that include community leaders, Rotary organizations historically have been a logical home for community college presidents. Their ability to provide opportunities to meet with local "movers and shakers" on a weekly basis correlates closely with community college goals.

RISK LEVEL OF THE PRESIDENCY

An increasing number of presidents feel that their jobs place them in high-risk circumstances that can adversely affect their careers and their health. In the 1984 survey, 30 percent of those responding indicated that they viewed their jobs as high risk. Another 68 percent viewed their positions as involving moderate risk, and only one respondent felt the presidency to be a low-risk undertaking (Vaughan, 1986, p. 211).

In the 1991 findings, over 39 percent viewed their positions as high risk; 55 percent assigned moderate risk to their jobs; and the remaining 6 percent believed their jobs had low risk levels. One interesting counterpoint comes from Vaughan's research on community college deans of instruction, which was conducted shortly before the 1991 survey of presidents. In this research, 52 percent of the responding deans identified their jobs as high-risk, 43 percent assigned a moderate risk level, and 5 percent assigned a low risk level (Vaughan, 1990, p. 153).

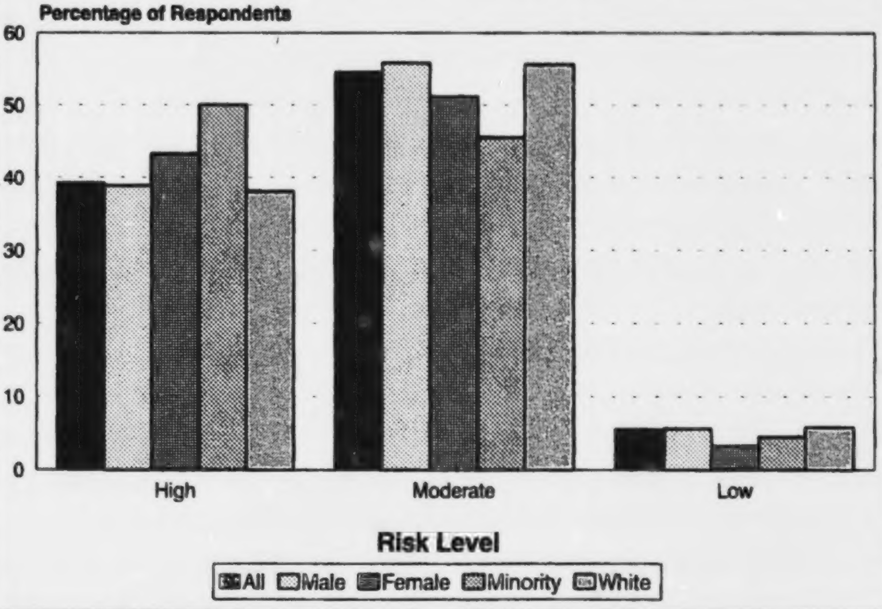
Why did one-third more of the presidents surveyed in 1991 see their jobs as high risk than those surveyed in 1984? Also, why did over one-half of the surveyed community college deans of instruction see themselves as involved in high-risk positions and make this assertion significantly more often than their presidents? Undoubtedly, there are many answers to these questions.

Many respondents to Vaughan's survey of deans of instruction reported that they felt themselves bearing the responsibilities of the institution without the mantles of authority linked to the presidency. Additionally, some reported feeling that they served as a buffer or shock absorber in an age of aggressive unionization between many institutional problems, the president, and the public (Vaughan, 1990, p. 154). Presidents who viewed themselves as having jobs that were less than high risk may have seconds-in-command who are running interference for them, both in the community and within the institution. Or perhaps some presidents nearing retirement have shifted more unpleasant duties to their deans. No correlation of survey data for testing these theories is feasible, but they are interesting conjectures. For reasons impossible to assess here, perhaps many institutions (and our tumultuous times) provide both their presidents and deans with challenges above the norm and beyond the circumstances of the past (see Figure 4.3).

The fiscal pressures and political climate of the late 1980s, added to the new commitments being taken on by community colleges, make up another

Figure 4.3

Risk Level of Presidency
By Total, Gender, Race/Ethnicity



answer. The growing politicization of boards of trustees has increased pressure on community college presidents as well. Shrinking resources, combined with responsibilities for growing numbers of at-risk, developmental, and other nontraditional students, have stretched the coping abilities of many community colleges. Along with their colleagues in K-12 systems, community college leaders have been asked, if not told, to assume responsibility for correcting societal ills far beyond their ability to influence successful outcomes. In many cases, these pressures have forced presidents to make decisions that incur risks and often involve ethical dilemmas (Vaughan, 1992).

Cross-tabulated data from the 1991 survey provide additional insights into the issue of risk level. Just over 43 percent of the responding female presidents saw the presidency as a high-risk position, as opposed to their male colleagues, 39 percent of whom felt their job risk was high. The figure for minority presidents was even higher. Fully 50 percent saw their positions as high risk, the largest percentage reported for this question by any presidential category; 38 percent of the white respondents reported high-risk ratings.

The data also revealed correlations between respondents' job risk ratings and age, college size, and total years as president. Younger presidents felt at greater risk than their older colleagues: 48 percent of those age 45 or younger reported high job risk, although only 36 percent of those over age 55 did so. High job risk was reported by 48 percent of the presidents of large institutions; the percentage declined to 32 percent for respondents from small colleges, the lowest fraction reported by any category for this question. Another interesting finding was that 43 percent of the respondents who had been on the job from 6 to 10 years felt themselves at high risk, a higher percentage than those presidents serving either 5 years or less (37 percent) or more than 10 years (38 percent).

In conclusion, it is apparent that a growing segment of community college presidents view their jobs as high risk. The data also reveal that the risk level is perceived as higher by female and minority presidents and especially by presidents of large institutions.

STRESS LEVEL OF THE PRESIDENCY

Presidents assessed their jobs as having higher stress levels than risk levels. In the 1991 survey, 53 percent of those responding indicated their positions involved high stress levels, 44 percent felt moderate amounts of stress, and 3 percent reported low stress. In his earlier study of the community college presidency, Vaughan devotes a full chapter to "stress and burnout" (Vaughan, 1986, pp. 127-141). Elsewhere in the same work, he addresses the various sources of on-the-job frustrations for presidents, any of which may brim over into stress and burnout.

Vaughan describes as frustrations the "daily irritants," internal or external, that "rarely have a direct influence upon the direction of the institution" (Vaughan, 1986, p. 63). Among these, he numbers the pressures directed toward the president from business and industry, from local politicians, from faculty unions, from special interest groups, from the legislative and executive branches of state government, and from restrictive federal regulations.

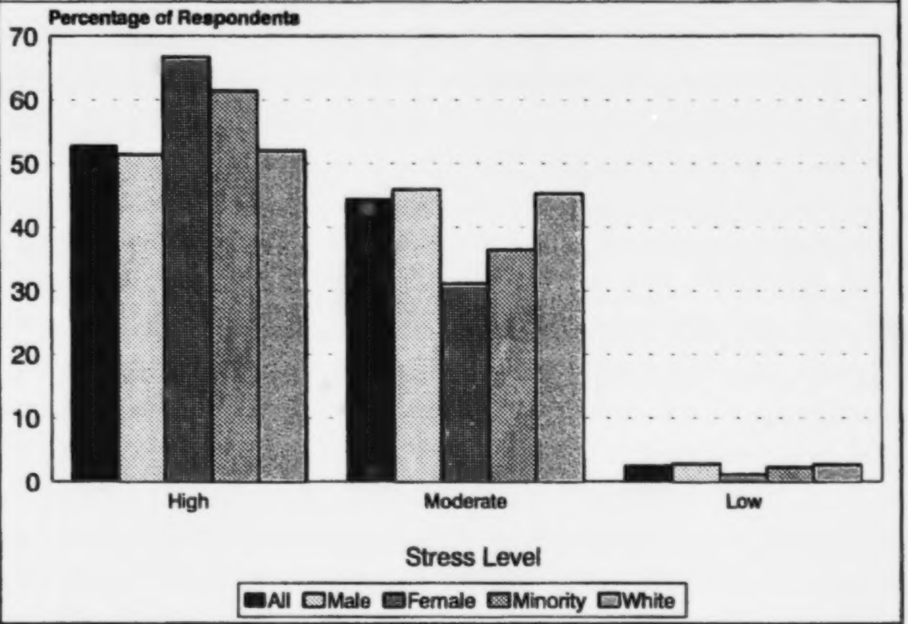
Stress, burnout, and how to cope with both became the topic of numerous books and articles in the 1980s. Concluding his treatment of the subject in *The Community College Presidency*, Vaughan asserts that while almost all presidents in the 1984 survey felt on-the-job stress, almost none seemed to lack coping mechanisms or to feel that they were on the point of burning out (Vaughan, 1986, pp. 140-141). This may reflect bravado more than reality. The number of early retirements, forced or voluntary, and premature deaths would indicate the corrosive effects of stress and strain.

The 1991 survey data for stress level by total, gender, and race can be examined in Figure 4.4. High stress levels were reported by 67 percent of the female respondents (the highest percentage in this category). In contrast, 51 percent of their male colleagues felt a high level of stress. Over 61 percent of the minority respondents indicated high job stress, while only 52 percent of the white respondents did so. These differences may occur because many women and minorities are the first ones from their sex or race to assume the presidency at their colleges. Clear and distinct pressures to succeed under such circumstances take their toll.

The 1991 data reveal a strong correlation between high stress and both large institutions and young presidents: 66 percent of the respondents who were 45 or younger reported high stress, which almost equals the percentage of female respondents who did so and is slightly higher than the percentage of minority respondents who reported high stress. The data reveal a marked decline in stress levels for presidents aged 46 to 55 and over 55. In both age brackets, 51 percent of the respondents reported high levels of stress. Fifty-nine percent of the 1991 respondents who were presidents of large institutions reported high stress; only 48 percent of their colleagues at small colleges did so.

As in the area of risk level, the data reveal less direct correlation between stress levels and total years as president than in any other cross-tabulation. Across the time-in-office categories, 51 percent to 53 percent of all respondents reported high stress. This would seem to be less than good news for neophyte presidents. Nevertheless, all positions of leadership, and even many nonleadership positions, generate on-the-job stress. It has become such a national problem that coping mechanisms have been developed. The challenge is to get presidents to take advantage of them.

Figure 4.4
Stress Level of Presidency
By Total, Gender, Race/Ethnicity



CONCLUSIONS

The on-the-job routines of community college presidents described in the 1991 survey present a picture of individuals with longer-than-average work weeks, significant social and professional involvements, and above average to high levels of job risk and job stress. None of this will come as a surprise to anyone who has either served as a president or has observed the office closely.

Those contemplating becoming community college presidents can (and perhaps should) measure themselves against three generalities. Before seeking the presidency, potential candidates should appraise their tolerance for (or better yet, their direct experience with) long work weeks and extensive community and professional involvements. Experience in juggling all of these commitments successfully probably should be a required pretest for all serious aspirants to the community college presidency. If one has been able to manage this combination of on-the-job factors satisfactorily, in both their own and their colleagues' estimations, a move to the still greater challenges of the presidency may be within their capabilities and reach.

Four community college presidents who represented a variety of institutions were asked on the eve of their retirements in June 1993 what they saw "as the major issues facing tomorrow's community college presidents" ("Opinionmakers," 1993, p. 3). They cautioned that the decline of necessary funding could and would limit community colleges from fulfilling their historic missions at the very time when more is being demanded of them. They did not expect taxpayers simply to increase their contributions, for they understood the legitimate demands on public funds from other services. They suggested that the successful presidents of the future must be multitalented risk takers. They felt that their successors would have to be comfortable with fund raising in the private sector, a skill not historically considered a requirement. The mode of delivering education will so change that community college presidents must become adept at introducing educational technology to reduce operating costs. Finally, the retiring presidents suggested that new presidents must accept the fact that the future is going to change so quickly and so dramatically that there will not be a prologue to guide them.

Chapter 5

ON THE JOB: WORLDVIEWS AND ASPIRATIONS

In this chapter, we will examine three areas of presidential life:benefits and allowances, time away from the job, and plans for mobility in the future. In the first section, we will concentrate on annual leave earned and used and on perquisites of the job, such as college-owned housing. The second section, time away from the job, will examine the uses of leave taken and time spent with friends and family. The third section will consider presidents' plans for themselves over the next several years and into retirement.

Before proceeding, consider our basic profile of the community college presidency. We have been working with survey responses from a representative population of presidents. The survey responses reveal that most of the respondents (over 60 percent) have been serving in their current positions less than 10 years; one-third of them have 5 or less years experience as president, and only 1 in 20 has served for more than 20 years.

Over two-thirds of the respondents are in their first presidency. Most (55 percent) are between ages 45 and 55; less than 10 percent are older than age 60, and only 2 percent are in their 30s (although one in four had been appointed while in their 30s). The position most frequently held by respondents immediately prior to their attaining the presidency was chief academic officer, whether as a dean or a vice president.

Benefits and Allowances

Annual Leave

Vaughan's 1984 survey data revealed that presidents earned an average of 21 days of annual leave but found themselves able to use only 13 days of leave per year. This circumstance is widespread. To put it succinctly, most presidents never take all the vacation they earn. The 1991 findings show a slight increase in leave earned: Just over 60 percent of the respondents now earn more than 21 days of leave per year (see Table 5.1).

Table 5.1: Days of Annual Leave Earned

	Survey		Gender 1991 Survey		Race/Ethnicity 1991 Survey	
	1991	1984	Female	Male	Minority	White
Leave Days Earned	N %	N %	N %	N %	N %	N %
0-10	28 3.3	22 3.8	4 4.4	24 3.2	2 2.3	26 3.5
11-20	296 35.4	235 40.2	18 20	276 37.1	20 22.7	274 36.7
21-30	486 58.1	320 54.7	66 73.3	418 56.3	63 71.6	422 56.6
30+	21 2.5	8 1.4	2 2.2	19 2.5	3 3.4	18 2.4

1991 percentages are of total respondents, including missing, which are not displayed; therefore, percentages may not add up to 100. Gender and race totals may not equal survey totals due to missing responses on gender and race questions.

In regard to annual leave taken, we can see from Table 5.2 that less than 10 percent of the presidents who responded to the 1991 survey are taking three weeks or more away from their work. That is to say, only one in six presidents who had earned this amount of leave was actually able to use it. It also is apparent that nearly half of the responding presidents took only 10 days or less of annual leave. While two-thirds of the respondents are earning three or more weeks of leave, over 90 percent are taking less than their allotment.

Perquisites

The 1991 survey examined two issues of perquisites for college presidents: subsidized housing and monthly allowances for on-the-job and other associated expenses. Community college presidents, like the institutions they lead, enjoy less prestige and fewer traditional on-the-job subsidies than their colleagues at four-year colleges and universities. This is the case in spite of the fact that, in the words of Clark Kerr, community college presidents are more exposed to the "social firing line" (Vaughan, 1986, p. 120) than their university counterparts.

Even though many community college presidents are expected to entertain and maintain an "official residence," the 1991 survey found that only 10 percent of the presidents who responded were provided college-owned housing. Another 14 percent of those responding were provided a housing allowance or subsidy. In most cases, the allowance was an amount ($750 or less per month for over two-thirds of those receiving a subsidy) that was insufficient to offset a mortgage payment completely.

Table 5.2: Days of Annual Leave Taken

	Survey		Gender 1991 Survey		Race/Ethnicity 1991 Survey	
	1991	1984	Female	Male	Minority	White
Leave Days Taken	N %	N %	N %	N %	N %	N %
0-10	368 44	258 44.2	36 40	330 44.4	36 40.9	331 44.4
11-20	365 43.6	270 46.2	38 42.2	325 43.7	41 46.6	222 43.2
21-30	77 9.2	53 9.1	14 15.6	63 8.5	10 11.4	67 9
30+	8 0.9	3 0.5	1 1.1	7 0.9	1 1.1	7 0.9

1991 percentages are of total respondents, including missing, which are not displayed; therefore, percentages may not add up to 100. Gender and race totals may not equal survey totals due to missing responses on gender and race questions.

Not being afforded a residence may be a blessing in disguise. Presidential houses are frequently antiquated white elephants, poorly maintained, under intense public scrutiny, and perceived by far too many faculty and board members as public property that is always open to them. Private college presidents have long suffered the dubious pleasure of having their residences provided. Some have even lost their jobs because of them. A recent example was the resignation of the president of the University of Minnesota in the mid-1980s after a costly renovation of the president's home. It would seem that boards can best help their presidents by approving reasonable housing allowances and generous stipends for necessary entertaining.

TIME AWAY FROM THE JOB

In considering our review of time spent away from the job by community college presidents, first recall that over 90 percent of the respondents to the 1991 survey spent more than 40 hours per week on the job, with over 60 percent devoting more than 50 hours per week to their presidential duties. For minority (65 percent) and female (77 percent) presidents, the numbers spending more than 50 hours on the job per week are even higher.

With a relatively modest amount of free time, how do presidents spend it? The largest percentage of respondents (35 percent) spent from 10 to 20 hours weekly on leisure activities, another 22 percent spent less than 10 hours, and another 19 percent spent from 20 to 30 hours per week at self-described play. Only 28 percent of the respondents to the 1991 survey reported spending 20 or more hours per week with their spouses, other than sleeping. Almost one-third reported spending 10 hours or less with their spouses, and another 27 percent spent between 20 and 30 hours. Thus, the data reveal that slightly more than two-thirds of the respondents spent upwards of 40 hours per week in some combination of spousal and recreational time while away from their jobs.

Regarding leisure pursuits or hobbies, respondents frequently reported several recreational sports and activities. The most popular activities reported included the following:

Walking aerobically	47 %
Golf	33 %
Fishing	25 %
Jogging	23 %
Tennis	18 %
Swimming	15 %
Skiing	14 %
Hunting	13 %

Those reporting participation in these activities varied along predictable lines. For instance, hunting was reported more often by men than by women and more often by presidents of small (and presumably more rural) institutions than those in larger urban colleges.

Membership in a country club was indicated by 30 percent of all respondents, who also reported using their clubs for professional entertainment in almost all cases. Regarding their current social associates, respondents cited fellow club members (27 percent), church associates (37 percent), neighbors (40 percent), and professional colleagues (69 percent).

A few revelations from the cross-tabulated data are interesting. Respondents who had served 5 years or less were among those most likely to take 10 or fewer days of annual leave and to spend 10 or fewer hours per week with their spouse; those on the job for 10 or more years tended to report the highest totals in both regards. Once again we see evidence that experience has its privileges.

MOBILITY AND RETIREMENT PLANS

One final and revealing perspective on community college presidents is how they view themselves in regard to their future plans. Do they see

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themselves as a class or stratum within the higher education community? Do they view the presidency as a lifelong career or as a temporary job? Did they enter it with the expectation of remaining a community college president for the rest of their career, or did they (and do they still) view their presidency as something from which they will move on, as do presidents of the United States? If they plan to move on, will it be to another community college presidency? Or to a position of business leadership or a faculty teaching position, either as a return or as a first-time professor?

For his 1986 book, Vaughan posed most of these questions to almost 100 interview subjects and compiled answers to questions regarding mobility and retirement plans put to the entire sample of 591 respondents. In the interviews, presidents sketched a variety of scenarios for themselves, and many expressed an interest in assuming a university chair or moving into a position where they could give free rein to their involvements in business and civic affairs.

For any number of reasons, many community college presidents desire to move to other presidencies or other professional positions during their careers. Yet, all things considered, the presidency is a relatively stable position. For example, the average tenure of presidents in their current position is 7.3 years. The average tenure as a president is 9.3 years, emphasizing that many presidents extend their tenure by moving from one presidency to another. These averages should be kept in mind when considering the relatively large percentage of presidents who state that they are likely to move to another position within 5 years. Knowledge about the relative stability of the presidency also is important when noting that almost 50 percent of the presidents responding to the 1991 survey had been in their current positions for 5 years or less.

All of the respondents to the 1991 survey answered questions about their plans to move to another position. When asked if they were likely to move to another position in the next 5 years, roughly one-half of the 1991 respondents answered affirmatively; the other one-half answered negatively. Of the affirmative responses, nearly one-half indicated that they were very likely to move, the rest only somewhat likely. Of those expressing a high probability of movement, the percentage of women was double that of men, and the percentage of minority presidents was nearly twice that of white presidents.

Female and minority presidents may be more mobile because they are in demand. Drawing from a pool of applicants that includes minorities and women ensures that searches will meet affirmative action guidelines and that a greater number of qualified professionals will be available for consideration. In addition, colleges that have never employed a female or minority president may encounter pressures to interview a more diverse pool of applicants. Thus, opportunities for advancement for women and minorities are increasing, especially for those who are willing to change locations. The younger average ages of female and minority presidents could be another influence on their mobility (see Table 5.3).

Table 5.3: Plan to Move in Next 5 Years

	Survey		Gender 1991 Survey		Race/Ethnicity 1991 Survey	
	1991	1984	Female	Male	Minority	White
Likelihood of Moving	N %	N %	N %	N %	N %	N %
Very Likely	189 22.6	123 21.1	37 41.1	152 20.5	33 37.5	156 20.9
Somewhat Likely	238 28.4	172 29.5	25 27.8	212 28.5	29 33	209 28
Not Likely	401 47.9	288 49.4	28 31.1	370 49.8	26 29.5	372 49.9

1991 percentages are of total respondents, including missing, which are not displayed; therefore, percentages may not add up to 100. Gender and race totals may not equal survey totals due to missing responses on gender and race questions.

Vaughan's 1991 survey also asked respondents whether they were likely to move to another community college presidency if they did move. The responses were affirmative by more than 2 to 1, which could indicate that respondents felt greater satisfaction with their chosen profession than with the particular circumstances in which they currently found themselves. The rates of affirmative responses to this question were approximately the same for female and minority presidents as for all of the survey respondents. These findings could imply that community college presidents, as a population, are satisfied with their job and its location in the hierarchy of higher education (see Table 5.4).

The survey addressed a final matter concerning presidents' retirement plans. How soon did they envision departing the presidency for retirement? Sixty-six percent of the respondents stated that they planned to retire within the next 10 years. This percentage sounds high until one recalls that the average age of the presidents who responded to the 1991 survey is over 52. One-third of the 1991 respondents saw themselves serving another 10 years or more, and another 30 percent anticipated serving 7 to 10 years. These figures approximately match the 60 percent of presidents who have served 10 years or less in their current positions.

Financial constraints, health conditions, and precise goals for the retirement years influence presidents' decisions about when to leave the presi-

Table 5.4: Presidents Who Plan to Move to Another Presidency

	Survey		Gender 1991 Survey		Race/Ethnicity 1991 Survey	
	1991	1984	Female	Male	Minority	White
Plan to Move to Another Presidency	N %	N %	N %	N %	N %	N %
Yes	341 70		43 69.3	296 70	51 75	290 69.2
No	146 30		19 30.6	127 30	17 25	419 30.8

1991 percentages are of total respondents, including missing, which are not displayed; therefore, percentages may not add up to 100. Gender and race totals may not equal survey totals due to missing responses on gender and race questions.

dency. Sadly, many in our community colleges, including presidents, have not planned as carefully as they might have for their retirement years. The chancellor of the Dallas County Community College District, considering this issue in the fall of 1992, pointed out that many professionals in community colleges do not worry about their retirement incomes, even though they should. They blithely believe their retirement checks will provide financial security. Further, far too many do not avail themselves of tax-sheltered benefits and wait until they are just a few years away from retirement to even assess it realistically (Wenrich, 1992).

Conclusions

In summary, we can generalize that community college presidents receive benefits and perquisites that are not incommensurate with their expectations. As a group, they find themselves unable or unwilling to consume anywhere near their entire allotment of annual leave. Nonetheless, most respondents who indicated a likelihood of mobility stated that they would seek another community college presidency. The leaders of today's community colleges seem to be relatively satisfied with their choice of profession, but they find themselves unable to enjoy all of the entitlements, such as leave time, that come with their jobs.

Such explanations as being dedicated to the profession (or the college) and being consumed by manifold responsibilities compete when we try to explain the combination of satisfaction, risk, and stress that characterizes the professional and private lives of community college presidents. Probably, the respondents to Vaughan's most recent survey would find themselves able to compare notes in all of these regards with trial lawyers, surgeons, corporate executives, and senior military officers, to name just a few other professions that have a similar set of responsibilities, risks, and rewards.

Chapter 6

VIEWS FROM THE TRENCHES: SEVEN PRESIDENTS SPEAK OUT

Survey data provide an important avenue for examining the community college presidency. Data alone, however, often leave readers hungry for a taste of what presidents are thinking. In order to fill the gap between survey data and the day-to-day operations of a president's office, seven current presidents were asked their views on certain aspects of the community college presidency. These "views from the trenches" are revealing and add to our understanding of the community college presidency.

While the interviews with the seven presidents are limited, they nevertheless provide a barometer of some of the issues facing the presidents of the future and how community colleges fit into the national agenda. Other community college presidents might find it helpful to compare their own answers to the interview questions with those given by the seven who were interviewed.

George Vaughan selected the presidents to be interviewed, wrote the questions to be asked, and conducted the interviews. The seven presidents were asked the same questions, with the final question offering them an opportunity to elaborate on their responses to the preceding questions and to comment on any aspects of the presidency they desired. The presidents were chosen because of their current positions, their knowledge of higher education in general and the community college presidency specifically, because of their success in their current roles, and because they represented a variety of institutions.

The following observations from the presidents are presented with only minor editing. One purpose of these interviews is to let the presidents tell their stories in their own words rather than to force their answers into a framework created by the authors of this volume. Each question is stated, and the responses of the seven presidents follow under the question. The interviews are presented in alphabetical order, based upon the presidents' last names. Requests from the interviewer for clarification of some responses are included.

Question: How has the presidency changed during your tenure as president?

The first observations on the changing presidency are those of Jacquelyn Belcher, who has served as president of Minneapolis Community College, Minnesota, for the past three and one-half years.

Belcher: The changes that I have seen started long before I became president. But certainly a change that was so obvious to me as I moved into the presidency was the amount of interdependence that there must be in working with other people. We talk about interdependence in terms of nations, but interdependence has to be thought about in terms of organizations. And that's one thing that we've not been really good at, I don't think, in the past—realizing how much we depend upon each other, whether it's working with our support staff or our faculty despite the contracts and those things that have been constraints for us. I think we have to figure out ways of getting around that so that we can realize the real potential of any organization.

Vaughan: *Are there other changes that you have observed in the role of the president?*

Belcher: Yes, I think the president has become, in a real sense, a true facilitator, a social convener, addressing social issues that are front and center in terms of the mission of community colleges; therefore, community college presidents have become quite prominent in their communities. They must be involved in addressing the social issues of the day.

The next response is from Patsy Fulton, chancellor of Oakland Community College, Michigan. Fulton has been in her current position for two years. Prior to that, she was president of Brookhaven College, Texas, for six years.

Fulton: For me, the presidency has changed because I changed positions. I was president of Brookhaven College, a member of a multicollege district with five campuses. I reported to a vice chancellor and not a board. My current title is chancellor; four presidents report to me, and I report to a board. In these two roles, I have certainly experienced some differences; however, that is a personal observation. To answer your question from a more global perspective of how the presidency has changed across the nation, here are my observations.

First, the attainment of resources has become one of the major roles of the president. For example, Oakland Community College (OCC) is beginning a major gift campaign. I have been told by our consultant that I can expect to spend 50 percent of my time during the next 10 months on this task. I already spend a considerable amount of time with legislators, attempting to garner resources for OCC. I have no objections to the role of the president as a resource developer; however, I do believe that other roles have suffered that are of prime importance because the president has become so involved in resource development. For example, the instructional leader role has diminished due to the press of time.

A second change is that the accountability demanded from numerous constituencies is causing the president to spend considerable time on working with various community groups in understanding accountability issues and then working with the organization in responding to these issues. Greater accountability is being demanded by business and industry, legislators (both state and federal), grant funding agencies, and accrediting associations, to name a few. This accountability requires constant analyzing of the community college's role and definitions of standards, and the outcome measures that support the role.

A third change is that more collaboration is necessary today than ever before. The president has a major role in developing these collaborations with business and industry, high schools, other community colleges, universities, community agencies, municipal entities, and various other agencies. If the community college is to be successful in achieving its mission in an era of tight resources, the president must help the college think more broadly. The president must be constantly focused on the external while keeping the internal functioning effectively—a tall order for anyone!

The next views are those of James Hudgins, president of Midlands

Technical College, South Carolina, for the past seven years and president of another institution for nine years.

Hudgins: I think one change has been the inclusiveness of all races and both genders in the presidency. Predominantly a white male group had been in the presidency since the inception of community colleges. In the last five or 10 years, I have seen a tremendous change in the gender and race and the eclectic nature of the presidency, which I think is good.

For those of us in the public sector, the nature of state agencies and state government has become more complex. Thus, the role of the presidency has changed. We find ourselves much more in a reactive mode in regard to external agencies. This tends to take away our possibility of leadership at the local campus.

Meanwhile, the community college itself has become more comprehensive, so I've seen an institution that has evolved. Therefore, it is incumbent on the president that his own knowledge and leadership style and abilities relate to multiple audiences that have also evolved over time. This is good for the presidency because that means you can be in the same institution in the same system and not get bored, because the change is there for you to respond to.

The next response is from Robert McCabe, president of Miami-Dade Community College, Florida, for the past 14 years.

McCabe: Well, there are many changes; but probably the most dramatic, in my opinion, is the degree to which the president works outside the college, including working with the board, the state legislature, and the public business leadership and community leadership. The degree of the work that's required in these areas dominates the president's time. In my case, I take pride in the fact that I have been able to stay with educational issues and educational initiatives (I am still working on some); but I am being driven out of that, as are most of my colleagues. I would say that this is the most dramatic change, and I'll dissect that here later.

Vaughan: *You have further comments on changes in the presidency?*

McCabe: Yes. Basically the power of the chief executive has diminished. This has been driven by a lot of things; the public's dissatisfaction with education has brought more people into wanting to affect what happens. The funding problem, which people talk about as if it is something that's just happened this year, hasn't just happened. I look back, and the last time that the Florida legislature funded its own funding formula was in 1982. Funding has been diminishing for a very long time.

The resulting squeeze has left the institutions with both tremendous pressure from people to keep pace with salaries (80 percent of our expenditures) and to try to move with new developments; keep the physical plants in good order; and have sufficient supplies, materials, and the other things you need to operate. All of these put tremendous internal pressure on presidents in managing the budget. Because the internal force is to increase salaries and the push by organized internal groups is very strong, every other expenditure is challenged.

And that's the shrinking of presidential power. The general move that has occurred in the country beginning in the 1960s where more and more people wanted to be involved in decisions that affect them has been important. I am not saying it is bad to diminish power, because now, to be effective, you have to operate in a way that involves large numbers of people in the decision processes.

On the other side, there is no question that the boards have become more involved. I hear from all of my colleagues that their boards are more involved and are challenging decisions that come out of the institution or are asserting their own initiatives. Then state legislatures have gotten much more into management and regulation. It is easy for me to comment because I know Florida so well. We have a rule called the "Gordon Rule" about how many pages of paper someone has to write in a career. This was taken as a public initiative by a senator who was alleged to be an expert on education but who had no background in education. He took this initiative to the state cabinet, and it was passed without even going through the legislative process. And then this past legislative session (1993), for the third year in a row, the legislature passed a statute requiring that everyone reduce expenditures in nonteaching areas by "X" percent, when you can't do it and run the programs well. Again, it's an encroachment on decisions that can be made much better in the institution. So all of those forces are shrinking the authority of the president.

I am going back to my initial comment, and this is the external pull. It is clear that all of us need to find additional sources of income to operate the college. First, obviously we have to work with the legislature year-round. It never was that way before. In the 1960s, when I was executive vice president of Miami-Dade, we didn't even know all of our state legislators. There was a formula that was submitted. They funded it. Next case. Now it's a year-round struggle. There are other things that are absolutely essential, and like so many other things, they are things that nobody but the president can do.

The next thing in outside activity is private fund raising. I think we all really need to be in that business, and that's an entirely new business for us. You don't close on big gifts without the president's involvement, and that involvement may not be simply going to a meeting; it may be helping to bring about the interest of the donor in the college and developing the interest. The whole business of how you get the funds to operate the college is also driving the president's time outside the institution. It is very difficult now, particularly in big institutions like mine with multicampuses, to really do the things that I think the leader in this institution ought to be doing in terms of operating the college. I'm afraid that institutions like mine, and maybe even some of the other large single-campus institutions, may eventually need dual leaders: the president, who might get involved in large-scale policy issues and work the outside areas that I have been talking about, and an internal operating officer.

Gunder Myran has been president of Washtenaw Community College, Michigan, for the past 18 years. The following are his views on the question of the changing presidency.

Myran: I think one of the interesting things is the cycle that leadership has gone through. You may remember that 18 years ago there was more emphasis on the community aspects of the community college than was true for the past decade. Then, in the 1980s, we cycled toward more of an emphasis on internal affairs. A moving back to the basics—teaching and curriculum—occurred, and we tested new forms of collaboration and shared governance. Now, as we look at the community and our role in building communities, I sense that we are beginning to look for the appropriate balance between internal community building and external community building. I think it is a very challenging, exciting time for community college leadership.

Vaughan: *In this balancing act, what is the role of the president? What can you do as the president?*

Myran: I think the president's role changes completely from being the only authority figure or the only person standing at the helm steering the ship. Peter Senge suggests that the role of the leader now is to increase the capacity of the organization to shape its future. Using the analogy of a ship, he suggests that the leader is the architect of the ship, that is, helping and guiding the building of a ship that is equipped to navigate the waters as you look ahead. An important part of this is helping the organization establish a shared vision. I think that is becoming much more important than in the past. We always talked about it. But today, if you are going to empower all of the staff in the organization to be a part of shaping the best future possible, then you must have a shared vision in order for people to act together in setting a direction for the institution.

The next response is from John Sine, president of Charles County Community College, Maryland, for the past 11 years.

Sine: I think the presidency has changed from one of managing and administering an institution to one of leading an organization in a variety of environments in which it was not traditionally a player. I speak now primarily of the association of the college with its community and with a lot of different players within that community. That means, for a president, there are expectations that we didn't have 10 years ago. It means that early in my career, I might spend a lot of time on student registration or class scheduling or one of those things colleges turn to for improving their operation. Now I don't worry about those. I assume that those systems are working. Other people work on improving them, and I take their operation for granted. It's not simply that I've graduated from them; it's that my skills are needed in other areas where they haven't been required before.

The final observations on the first question are those of Robert Templin, president of Thomas Nelson Community College, Virginia, for the past seven years.

Templin: Well, I have found that there is an increasing tendency toward pulling the role of the president in several directions simultaneously, and sometimes the roles are quite contradictory. One is the pull for greater educational leadership within the institution. When I first took over the presidency, I expected that was going to occur, but I thought I would be able to turn my attentions soon to the external component of working with the community, which is necessary. I have found that there is a growing expectation for internal leadership. However, because of the complexity of the business of education, I have not been able to lessen the internal role, maybe some bureaucratically, but not in terms of educational leadership and providing direction for the institution on a day-to-day basis. I have found that the internal demands are great, in fact (in some respects), greater than I anticipated.

At the same time, there is another trend of pulling the college president more into the arena of (not just education for education) the life of the community. Our communities are facing great uncertainty. And there is a growing expectation that the president be involved, because, as an educator, the community college president is seen as a regional leader without a political agenda. I find that there is a growing expectation for the college president to become involved in communitywide issues, not necessarily of an educational nature. So we have this pulling in two directions—greater leadership and concentration of time inside and a greater pull toward more active community leadership on noneducational issues outside the institution. That would be the greatest change.

I guess the next change would be declining funding. Thus, the role of fund raiser has become increasingly important, not just to the perceived success of the president by internal and external constituents, but in terms of the vitality of the institution itself. At one time, college foundations were an elective activity. Today, it's essential in the face of declining funding to diversify your funding sources and for the college president to lead the way.

Question: *Do you feel that the comprehensive mission of the community college and the concept of open access are being threatened* *today, and if so, how?*

Belcher: I feel that comprehensiveness and open access are in imminent danger. It concerns me a great deal when I find states and state legislatures making significant decisions about education without active input from educators. It is very destructive for education, and it is something we wouldn't do in any other part of our society. We seek advice from experts, and yet, in this instance, the most valuable resources that our society has are its institutions to educate the citizens. But these decisions are being made without the input and direction of the experts.

Vaughan: *What can you as a president do about this?*

Belcher: As a president, I have the responsibility to speak out and be heard in ways that may be threatening to my career, and I think that is a responsibility that transcends my responsibility to my immediate institution. It is the responsibility that I have as an educator, and in this society, it is a responsibility that I have to the greater people. That's a part of my role as president and as an educator. Regardless of what it might do to my career, I think I do have a responsibility to transcend that and be heard on how to preserve comprehensiveness and open access.

Fulton: Yes, I see some threats to comprehensiveness and open access. For example, Oakland Community College, as well as other Michigan colleges, has had to increase tuition due to the downturn in state and local funding. We do not want to price ourselves out of the reach of each resident of the county; however, if we continue to raise tuition, we run that risk. That is one threat—a threat to student access due to the increasing cost of education.

Another threat has to do with the accountability demanded. It is crucial that we establish competencies in all of our courses, determine methods of evaluating these competencies, and ensure that students have these competencies before leaving the course. However, numerous students are entering the community college without the prerequisite skills. Fifty percent of our students at OCC test below college level in reading, writing, and math on the ASSET instrument that we give. Many of them need several developmental classes before they can enter college-level courses. Can the community college maintain its comprehensive mission and continue to provide many hours of developmental courses with fewer and fewer dollars? A formidable task at best.

Hudgins: Well, I see comprehensiveness and open access under siege from two perspectives. One is from our senior college colleagues. I have a sense that there are some who feel a bit uneasy (at least in my region) about the growing popularity of the community college, which is becoming an alternative for economic reasons. Presently, some students' lifestyles would call for them to stay at home to control more of their life, and the community colleges give them that option. So in a period of potentially declining markets with lower high school graduation rates, it is a bit threatening to some [four-year] institutions. Therefore, they would like to see our mission confined a bit more. The other side of the siege on the comprehensive mission is just the ability to afford it. State resources are of a crisis nature now in almost every state. Our growth is, to some degree, controlled by the state resources, or we begin to diminish the quality issue by continuing to take people without resources.

McCabe: I see it under fire, but I think it will sustain. One of the most difficult things is going to be the change in the way we deliver education. The push that I hear so much is to do more with less; I think we need to be able to do more with enough. Because, at some point, I think we have to build our funding base back to a reasonable amount before we can do other things.

The uses of technology, variable staffing, and breaking away from the mold of 30 or 35 people in the classroom with a faculty member are important. We will need to reconfigure our delivery system to get more done with less staff cost, and it's going to be very difficult. There will be tremendous resistance to these kinds of changes, but I don't see any way not to do that. I think our whole business must be more entrepreneurial, with contract education, fund raising, programs that run with the idea of building a profit margin, and competition with other agencies to provide services. This whole other set of things—contract education, job preparation, upgraded job skills—will become a larger part of our mission than traditional programs. These areas are where the growth is, and this growth is going to become much more a part of things.

Thus, we need a whole different way of counting everything. What is a workload for someone? How do you reward people? What does it cost to do things? How do you negotiate contracts? There is no doubt that the Clinton administration is going to push programs in that direction. I think that's a major change. The areas in which I think the overall mission is going to shrink are in recreational and avocational areas; more and more, we will expect these to pay their own way. I think that's going to happen, but I think the rest of the mission is probably going to survive the various attacks that it comes under. Because of the community colleges' great importance to the country and the case that you can really make with people, people will listen to the facts and support the mission.

Myran: I think that would be a good way to characterize it—a mission under siege—although that makes the question sound like a negative one. I definitely think we are reexamining what we mean by the open door. There will be qualifications as to what the open door means, and that actually may be healthy. For example, consider students with learning disabilities. At least at Washtenaw in the past, we've admitted students almost regardless of what their learning disabilities were, even though we weren't actually equipped to deal with them. One thing that ADA and other legislation alert us to now is that we cannot do that; we have to be much more informed on what we can do and what we cannot do.

It's a very, very difficult question, especially from people like you and me who have been nurtured during the 1960s and '70s when accessibility was really the prime emphasis. So, yes, I do think that we are, in a healthy way, beginning to say what things we can do. Using my example of persons with learning disabilities, we can respond to certain levels of learning disabilities with special programs. And if there are learning disabilities that we simply cannot address because we don't have the mission to address them or we don't have the resources, we need to face up to that.

Sine: I think the mission is constantly challenged. Legislatures, for instance, want accountability for dollars spent and are constantly challenging the openness of acceptance that the community college has from the general public. So we constantly have to prove that the open-door policy is productive for society; it educates people who are necessary in the current development and in the continuing development of our culture. The comprehensiveness is a matter of serving the community in a variety of ways; communities are now concerned with economic development, social development, and so on. There is hardly any area within our community that the college is not, in some way, interested in providing a service. I think that's primarily due to the recognition that all of the community agencies are interrelated, that they are becoming more dependent on each other, and that the college has to change from its operation of internalizing its problems to externalizing its ability to solve problems.

Templin: Well, the greatest threat that I've seen centers around the issue of access. We have a situation where the cost of higher education is pulling more middle-class students to the community college, and the failure to find the resources to serve students results in some students being turned away. With the declining resources that are available to community colleges, we go through the appearance of maintaining access. In fact, by the way we schedule, promote our activities, and manage our enrollment, access has to be a fundamental issue that the community college reeexamines and perhaps redefines. It may be possible to maintain some sort of access in a carefully managed environment, but this notion that the doors are open to all who can benefit academically by attending is a myth and probably needs to be confronted head-on by community colleges as a part of the new reality.

Vaughan: *How does the president confront this myth of open access, and what are some of the things you might do as institutional leader in this confrontation?*

Templin: For a time, we maintained the illusion that access is still open, but that is only useful as long as what we're facing is a short-term condition of declining resources or expanding demand. If indeed it is structurally going to be a long-term reality, then we are going to have to position public policy issues carefully before the legislature, our college boards, and our accrediting associations and to re-examine whether or not it is possible for us to achieve the mission and purpose that the community college had during the 1960s, '70s, and '80s. Access is probably the most difficult and yet least-confronted issue facing community colleges today.

PRESIDENTIAL SKILLS FOR THE FUTURE

Moving from the questions of how the presidency has changed over the years and how the mission has evolved, the seven presidents were asked what qualifications, skills, and personal attributes the effective president must possess today and in the future. The answers, while building heavily on the two preceding questions, provide a number of useful insights that should help in understanding the presidency. The observations of the seven presidents should be especially useful to current presidents, to those who aspire to the presidency, and to trustees.

Belcher: Every president, I believe, must have a tremendous amount of energy, but more than that, I think that the president must be a person who is intimately acquainted with his or her community and who is able to bring that community together in real ways to address social issues. Many of those social issues, if not all of them, have a direct bearing on the kinds of students that we serve in our institutions. I think presidents have to be very knowledgeable people, especially about public education, legislatures, how government works, and how to impact and influence the process. You have to understand that the impact of these things affects the national scene. So I think the presidency can no longer be somewhat confined to a local level. We are talking about a global economy, so that makes us have to think on a national level, as well as a local level.

I think that a president has to be one who is very sensitive to the needs of the people in his or her organizations. The needs are very different now, as we share power, and as we share power in a real partnership within our institutions. We have to be open to developing leaders at all levels. For example, in the support staff at Minneapolis Community College, I have an exchange of views with support staff, much as I do with faculty. So it is extremely important to involve all members of the college community.

Fulton: Number one, I believe, is the ability to see the future. I will use an overused word here—the president must be a visionary leader. Without that vision, the president may certainly be able to perform tasks admirably but not be leading in the right direction. Thus, the tasks performed become inconsequential.

The next thing that I think is extremely important is to be able to conceptualize constantly that vision to all constituencies and to lead in the practical implementation of the vision. We can vision and conceptualize all day long, but if a president cannot produce with the implementation, the college is in trouble.

Hudgins: This is going to be an oversimplified answer. While it is essential that one have proper academic credentials—you have to have them to get into the door for an interview—I have come to believe less and less that credentials have anything to do with one's ability to lead a college. Some people with the very best of credentials turn out to be the worst presidents. And that's true, I think, of all community college leadership positions.

I believe that a couple of qualifications of effective leaders are (a) human relation interaction skills—the ability to value people, to understand them, and to communicate with them—and (b) good common sense at being able to know what to do at the right time in the right place. People who have everything else, but who misjudge a situation and misjudge their relationships with people, their executive staff, and their board, will not be effective leaders.

Also, if you do not have the sensitivity to read people and respond to them, to find out what people want and be what they want, and that ability to give and take, you will be ineffective. So these are almost unteachable skills, or at least I don't know how you teach them, but I would rate these two as the qualities I look for in vice presidents who I think are going to become future presidents.

McCabe: The people coming into the field now are coming into a much more difficult job than in the past. The expectations of the colleges, with very few new resources, are very high, and we have all the other factors I just discussed complicating the job. So, two things have to be there, or three really. I would say you need someone who has a business background. I'm not sure I want to describe it quite that way. Rather, you need someone who understands the business of the college, someone who understands that the business of the college is not the same business as a private business but understands that it is similar. The president has to have the skills to deal with the legislature and to understand how legislation passes, how you influence legislators, how you work with the general public, and who has the skills in working with boards and their development. That has to be there.

The second piece I still feel very strongly about is that the person has to stay current and understand and know what is happening in the society around them and how it relates to education and educational programs. This is important, even though, at this point, I think future presidents will only deal with the larger policy issues in the institution because of other demands. Last, and without question the most important, are interpersonal skills. Leaders who know how to work with coalitions help to get things done with private citizens, foundations, legislators, board members, faculty, staff, and administrators. The skills of getting people to work together and to work toward common goals, and to buy into the culture of an institution, are mandatory for future presidents. What is done must be consistent with that culture and with the institutional goals.

Myran: I'd probably come back first to the idea of being able to motivate other people to become involved in a shared sense of vision. I think if a president isn't a visionary, if he or she isn't able to see the context within which the community college operates (and I'm thinking not only of the local context but the national and international context), I think that person would not be a good community college president. I think that the president must have the ability to develop a sense of shared vision and must be a person who is respected by the staff. To the extent that he or she can function as a good coach, an advocate of the mission of the college, and an educational leader, the president is a person who is bringing his or her perceptions to the internal staff based on the broader view of the role of the college in the community and its role in the nation. I think those are some of the key qualifications.

Sine: That's really a complicated issue. There's a lot being said about the president as visionary, and I'm not so sure that I completely understand that the way I would like to. But the president certainly must have the ability to serve as an advocate for the institution as he's never done before—to be able to clearly explain its role within the community and to clearly articulate how the college is going to make a commitment and be productive, and how the college is to be collaborative with other elements of the community that they have never been associated with before. The institution is no longer an island; it's no longer an academic community in the sense that it is self-contained and can operate without a great deal of interplay with its external constituents. The president not only has to lead and provide direction within the institution, but he or she also has to be able to prepare that institution for change. This means breaking old habits. And this means very carefully handling old traditions that are sacrosanct without destroying them, simply perhaps lifting them aside and allowing the institution to work through them—rearranging and restructuring the culture of the institution. All of these things are very important, and I'm not so sure that a president of 20 years ago was faced with these kinds of tasks that require entirely different skills than the presidency required in the past.

Templin: I think there are some generic qualities that separate the most successful presidents from the declining, increasingly less effective presidents. Included is the ability to develop a broad vision that encompasses more than the day-to-day activities, a vision that challenges the way the institution has been historically defined. The ability to articulate that vision so that other people can identify with it and see how they fit into it is a second attribute of the successful president of today and in the future. Third, I think, is the issue of flexibility. Flexibility means that when we first started in the community college field, the open-door institution and access meant no or little tuition.

Well, in the future, we may need to be more flexible in discussing open access so that accessibility becomes redefined. High tuition does not have to mean inaccessibility. I mean, there is nothing intrinsically valuable in maintaining low tuition for people who are in the upper-income brackets and who attend community colleges. Why, then, define access as equaling low-cost tuition for upper-income people? Why not maintain access according to one's ability to pay? Or successful presidents of the future might concentrate on providing more financial aid rather than on lower tuition. High tuition does not mean a college is inaccessible if appropriate financial aid is available for those who need it. So, I think flexibility in redefining fundamental concepts, such as access, that fit into the context of the new reality will be important for the successful president in the future.

This concludes the observations of the seven presidents on the changing presidency, the evolving mission, and the skills and personal attributes required of the successful president in the future. The views, while personal and therefore subjective, provide the reader with much food for thought. For example, without exception, the issue of access remains an important one for these presidents, although the concept of what access means has changed drastically from the decades of the 1960s and 1970s. Do these seven presidents speak for presidents in general? Probably not. Do they raise issues and concerns with which other presidents are concerned? Probably so.

The next chapter will include the views of the seven presidents on how they see the community college fitting into the national agenda, as well as their views on the major issues facing community colleges and presidents in the future. The final chapter will offer observations on the survey results and the implications these results have for the future.

Chapter 7

LOOKING TO THE FUTURE: MORE VIEWS FROM THE TRENCHES

Moving from the seven presidents' discussions of their current roles to their perspectives on the future, two major areas of concern come to mind. First, President Clinton and his advisers are advocating a number of programs, such as a job training initiative, comprehensive worker adjustment program, apprenticeship training, and public service, that place the community college in a strategic location for helping to achieve the national agenda. The presidents who were interviewed expressed the belief that effective community college presidents must seize the moment and see that the community college fulfills a leadership role in carrying out the Clinton agenda.

A second and equally important area of concern centers around the requirements of the community college presidency in the future. Will it be business as usual for the nation's community colleges and their most important leaders? The seven presidents interviewed do not think so. What, then, are some of the skills and attributes the successful president will require in the future?

The presidents interviewed offer a number of observations on both Clinton's agenda and the requirements of the community college presidency of the future. Their views expand our understanding of the presidency and provide a starting point for community college presidents, trustees, and other interested persons to begin the debate on the role of the community college in achieving the national agenda and on the role of the community college president in the process.

The final question offered these presidents the opportunity to comment on any aspect of the presidency they desired. Their views represent a sort of "what else is on your mind" analysis of the presidency. As such, the final section brings some new thinking to the discussion. With this introduction, let us now move from the presidents' views of the past and the present to their perceptions of the future.

PERSPECTIVES FROM THE INTERVIEWS

Vaughan: *As you know, President Clinton and his advisers are advocating that we place more responsibility with the individual and with the individual community, with involving people at the local level. The president's call to service might be viewed as a "wake-up call" for a nation that has often become too dependent upon the national government.*

Do you feel that the President's agenda will have an impact on the community college mission, perhaps changing that mission? IfF so, how will this agenda affect the community college presidency?

Belcher: I think the Clinton agenda will have a serious impact on the presidency in that it will cause us (as presidents) to be a lot more thoughtful about the individual and how to put that individual in touch with resources that are available locally. I think the Clinton administration is very wise to think in those terms because there is not much one can do from afar. And that's what the national level is. So to put the responsibility on the individual is putting it exactly where it belongs. It empowers that individual to achieve for himself or herself. At the same time, it puts a great deal of pressure on the president of the college, I think, to see that doors open up in ways that they didn't open before in colleges. The college president has to understand that link to the community that he or she must make if we are to achieve President Clinton's agenda.

Fulton: I see President Clinton's agenda fitting with the community college mission quite well. However, we may need to pay more attention to certain areas than we have in the past. For example, I have long been a proponent of volunteerism. One of Clinton's stated objectives is to have more of our people in volunteer work. I think the community college is a perfect vehicle for helping to meet this objective. We are community based; we serve a broad constituency, from the 18-year-old to the senior citizen. I believe we can make volunteerism a part of the education of many of our students. I had some experience with such a program when I was in Dallas. Right now, we have a faculty member from Oakland Community College on sabbatical examining volunteer programs across the nation. It is her intent (and my intent also) to begin a comprehensive volunteer program at OCC.

I see the President releasing money from the Defense Department to the Department of Labor. We in the community college can attempt to garner this money for certain programs. For example, OCC presently has a proposal in for a manufacturing center, one of 26 that are planned across the nation to help small manufacturers adjust their operations to meet the demands of a global economy. We are collaborating in this effort with the manufacturers and two of the universities in our area. Again, President Clinton's programs are providing some collaborative opportunities for us if we are willing to be creative in our endeavors.

Hudgins: Well, of course, the very name of the community college movement implies a correlation between our colleges and the national agenda. I mean, it's a connection with community; it's a nerve center for the community, which requires a sensitivity to what the community is, both in terms of its geographic region and its people—its social life and so on. It seems to me that the issue of involving people, especially students, is one way to work out one's opportunity for education, a natural fit for the community college. I think most of our programs tend to encourage the application of knowledge, and we have internships. A few of us have tried the apprenticeship approach that President Clinton and his people are advocating. So I think there is a natural fit, even with the college curriculum. As I understand the community services concept of the Clinton administration, it is just human services of various sorts. So many of our programs in community colleges have that natural connection, that you are not only rendering a community service, but you are also having an opportunity to connect the curriculum to community service. To give a short answer, it's a natural fit—the Clinton agenda and the community college. The college president must see that the fit achieves its potential.

Vaughan: *Do you see the community college taking a more active role in bringing together organizations and agencies to solve community problems?*

Hudgins: I do, but I think that bringing together becomes a part of the resource problem. Most of the bringing together requires you to put resources up front and to provide a service for which there is no revenue. I think we've got to be more careful when we enroll students we aren't funded for; we have diluted the expenditure per student. I think we run that same risk in community service. While it's a wonderful thing and you get accolades for having done it, I think the question of what it costs your core operation is important. We've got to figure out the resource question on the community service part of our mission and how it fits into President Clinton's agenda.

McCabe: If you just listen to the Clinton people, it sounds good. And I think we are formulated to have some impetus to expand the kinds of programs they are talking about. But I think that if I look down the road and say where Miami-Dade is going to be seven or eight years from now, I would say one thing: All students will have a public service requirement that's part of their curriculum. I think that's absolutely going to happen. We are now starting to build such changes into the curriculum on our Medical Center Campus. We are doing more in the community to be the agency that pulls other agencies together to try to improve services in the community, and I think we will be more entrepreneurial.

I think we will be more into the kinds of things I commented on earlier—contract education and work-site activities. I think we will definitely be using much more educational technology, and not just as a supplement or aid or an addition to the classroom teacher, but in a reconfigured way, so that we deliver educational services at a lower cost and without a lot of the time parameters that we have now.

I think, in our case, we will have baccalaureate degrees. We are already looking at some possibilities there. When you look at the situation in Florida, it makes sense for a lot of reasons, including the whole issue of transfer, the way we work with minority students, and the success we would have in getting minority students through programs. At Miami-Dade we are going to have student residence halls, no question. That's not what you call them anymore, but we will have student housing, without question. Those are the kinds of changes I see taking place, many of which are in line with the Clinton agenda.

Myran: I think the college president can play a very, very strong role. It's not necessarily a change-agent role, especially for presidents who have been involved in community-based education all along. We have the capacity to be a neutral catalyst among the community leaders. For example, we just had a town meeting on the new economy for Washtenaw County. Well, I can call the leaders together in a way that almost no other leader can because I'm viewed politically as neutral (and I guard that very, very carefully). That's one role we can play, and I think we have to position ourselves as educational leaders in the community.

We have to be really alert to the community development aspects of our role. At Washtenaw, we actually have as our sixth mission community leadership. I am not sure how many community colleges have added what we call the sixth mission. So maybe as we look to the future, community involvement and community leadership simply have to become things community colleges rethink again. That is, if they haven't already done it, they should add community leadership as a sixth mission.

Vaughan: *Once you bring this coalition together (you didn't use the word coalition, but I'm going to call it that), how do you decide as president what role the college will play in resolving the issue that you identify?*

Myran: Maybe I'd separate my own personal leadership in the community and the role of the community college. I happen to have a background in community development, so I bring to groups that I meet with some understanding of the social system. I think I have an understanding of the key elements of a viable community and how we work together within the various sectors—education, the churches, governments, businesses, families, laws, and so on. That's probably more of a personal experience that I have that I can bring to groups. As far as the community college is concerned, I continue to reinforce the idea that we are a community educational resource and that education is a tool for community development. But we are not a social agency, not a church, and we have to be mindful of that. It's very tempting to try to be all things to all people, and yet it's just not realistic.

Sine: So much of the president's time now is spent on creating the environment in which the institution can attain its goals. Let me speak to this. For instance, a large amount of my time is spent in dealing with state affairs [in Maryland] and in trying to help the state leaders understand my institution so that we may create an environment in which it operates that is positive rather than negative. And I know some institutions in some states in which that environment is totally negative, which means that the president spends time trying to protect the institution so that it can be allowed to do the work that it needs to do. The more I can ask the state for positive help and the more the state gives me, the more my institution can attain its goals of working with the community to serve local problems. The more time I can spend on resolving issues and preparing the institution to do more, primarily at the local level, the more productive we are; thus we get a bigger bang for the buck. Conversely, less time is spent on agencies and affairs that are not productive and that do not aid the community.

Vaughan: *It sounds as if your approach is pragmatic. What about the philosophical underpinnings of all of this and the role of the college president in achieving President Clinton's agenda? Again, we're talking about your role in relating Charles County Community College to the national agenda.*

Sine: Well, traditionally, the role of the community college president has been one in which the president sees himself or herself in some sense as a universal leader, with some ability to look at issues and to perform intellectual functions at a level beyond the local community. I find it very difficult for some presidents to accept the fact that their major goal is now to lead an educational institution that centers itself only on its local and definable community—solving individual and community problems at the local level. I find them less capable of accepting this as a legitimate goal. They prefer to think of themselves as some national leader reaching out for national recognition, when, in fact, it is my belief that if they succeed locally, then they have attained excellence and then they have attained their goals and the goals outlined by President Clinton. I do not believe anything more can be asked of a college than to serve its community.

Templin: First of all, I do agree that the re-emphasis upon community is an important part of our society recovering and thriving in the new millennium. That doesn't mean that federal or state leadership isn't going to continue to be important, because I think that it is. So I don't think we adopt one to the exclusion of the other. I think we are going to have to find an equilibrium. But focusing upon the communitarian perspective, I think the role of the community college president, especially in terms of leadership, is going to change quite substantially, which gets back to how I see the community college presidency changing. That's the pull into the community to be a voice that focuses attention on issues. It is a call to the community college to be a facilitator in confronting the community with the necessity of change and in pulling people together to develop a plan for that change.

I see that role as catalyst as being very important for the community college. The role of the president becomes that of positioning the college within the community to keep education, not necessarily community college education, but education, at the forefront of the community's thinking about how it's going to adapt and change to a new environment. A real danger is that community college presidents will be challenged with many noneducational issues pulling at their shirt sleeves. There is a temptation for the president to think that it's possible to be all things in communities—pulling the president and the institution further and further away from their core educational mission and into areas like economic development, revitalizing inner cities, dealing with the welfare issue, crime and drug abuse, and the list goes on and on. Community college presidents, like institutions that overextend and lose their focus, are in danger of becoming ineffective and eventually losing their public and internal support.

Vaughan: *What are the major challenges facing the community college president in the future?*

Belcher: Well, of course, I think the first thing that comes to a president's mind is budget. But I also believe that may not be the major challenge. The major challenge may well be how we can creatively work with other groups, other organizations, government, even religion, in our communities to realize the mission of our colleges. So I think, on one hand, we would say budget rather quickly. On the other hand, I think we would say becoming adept at working with others in a collaborative way. That is going to be a big issue for us, and I think presidents are well underway, many of them, to realizing that success.

I think another issue for us is learning how to (again, it is very community-oriented) come outside of our colleges and link with the community in ways that would not only address community needs, but also address some of the needs of the college. It does take us back to the '60s in many ways when Sol Alinksky and others were able to organize communities to achieve goals. That's what we are now, community organizers in a very real sense.

Fulton: One of the major challenges facing the community college now is employing the right people for the next decade. As you are well aware, many community colleges started in the 1960s. Many of our employees who began in the 60s are now reaching retirement. For example, we have had 66 people retire from Oakland Community College in the past two years. If we are to succeed in the future, we must be able to hire the right people—people who will help lead us into the 21st century. We know the demographics of the year 2000 show a more diverse population than before. Our community colleges must reflect that diversity at all levels.

Another challenge facing us is to provide the right curriculum for the 21st century. I just recently read *The Double Helix of Education and the Economy*. The thesis of the book is that the educational structure and methodologies have followed the economy. We have been in a mass production mode. Now that our economy has changed from a mass production mode, education must also change its curriculum and delivery methods. Do we know how to do it? Can we succeed? This presents a very real challenge for the future.

Still another challenge has to do with community college leadership. Are we producing the type of leaders who can step into significant roles in the future? Leaders with vision, commitment, tenacity? Leaders with values and the willingness to live those values in the face of pressure? I wonder.

Hudgins: I hate to ride this horse too long, but I think the resource issue (that is, my sense of it) matches what I heard and read [American Council on Education President] Bob Atwell saying. He thinks this is a financial crisis unprecedented in higher education and that it's not going to be over before the year 2010. That may be an overstatement, but I think this is a long-term problem for which we don't have any particular, well-designed plan in response. Therefore, the community college, already underfunded, finds itself in a vulnerable position. How do you carry out the opportunities we face?

I see the decade of the '90s as being the decade of the community college. Why? The plan proposed by President Clinton's administration is a natural fit with the mission of the community college—the retraining of the work force, for example. The challenge is how to take advantage of the opportunity when there do not appear to be on the horizon, at least from state resources, the funds to support retraining a work force.

Next, and this also has implications for the use of resources, is the whole institutional effectiveness movement. In the past, we've allowed ourselves to be measured by senior college standards. And we have been depicted as ineffective because we were measured against the wrong goals and objectives. We now have the opportunity to define what those goals and objectives are. But it does take resources to plan and to do the research that will demonstrate that we are in fact effectively carrying out the stated mission of the community college. Community colleges enroll more than 50% of the students, but we do not carry 50% of the value. That is, we are not perceived as contributing at the level that we do. To recognize us for what we do could be a point of recognition for excellence.

Vaughan: *So community colleges still have an image problem?*

Hudgins: Relative to senior colleges we do. We have not yet become a socially acceptable alternative. I can only speak for my community and my institution. In the last five or six years, we have sensed a significant change in the public's perception of our institution. We are a much more viable choice for almost anybody's children than we were a decade ago.

Vaughan: *Without putting words into your mouth, the answer might be that the president of the future simply must make sure that the community college mission is . . . .*

Hudgins: Clearly stated and realize that the president must be the chief advocate of the mission. I think we've got to be articulate in communicating the connection of what we are as a community college to what the nation and our communities need.

McCabe: Unfortunately, I'm going to have to start with an issue that I wish was not there. But it is. How are presidents going to find a way to reasonably finance their institutions? And this is going to include, in my opinion, different levels of effort than we've ever had in working with state legislatures for financing. We must engage in private fund raising, particularly the development of endowment funds. We must engage in entrepreneurial activities that in fact operate to provide a margin that can be used elsewhere in the college. You can't avoid that because we are so underfunded in community colleges. We have to get at least enough funding to take the salary pressure off the institution. So I think that has got to be the number one issue facing presidents.

The second issue really is the reconfiguring of our operations so that we deliver education in a different way—in a way that is consistent with what we've learned about how people learn and in fact will use less personnel or less-costly personnel to get the job done. That is going to be extremely difficult to do, particularly as communications technology expands its capabilities. There will be possibilities there, and we are not going to be able to ignore them.

The third piece would be in terms of working to bring stability to the governance of the institutions (including relationships inside the institution, with boards, and the state) so that it is possible to plan for the long term. It is essential to move people together on a common vision so the institutions can progress at a time when change is the constant in society.

Myran: I think one is internal and that has to do with this idea of empowerment again. More specifically, teaching units of a college, including academic departments and divisions, are likely to become self-managed teams. When faculty members hear that, they tend to think that it means departmental autonomy. They don't realize that it means a complete mental shift in how you think about that department and how it interacts with the rest of the college and with the community. However, I think it can be a very powerful force. If you can get the departments to develop their vision within the shared vision of the college itself and take responsibility for their external interactions with their customers, we can have truly self-managed teams.

I think that's how we can bring about the rapid research and development process that will be needed if we're going to keep in tune with future conditions in the community. One person simply cannot sense all of those changes in the community. You have to empower each unit, and then they have to go through a very intense training program in order to understand how they can be actual self-managed teams. But I think that is a very interesting leadership challenge.

I think, on the community side (at least for us), work force development is probably one of the areas that I'm working hardest at. That is not just in terms of what the community college will do to create the future work force, but how we all collaborate in other community groups. I guess it comes back again to the community leadership role we play. We can be a catalyst to bring all the players together. We can also reposition the community college to be effective in playing out its responsibility for work force development.

Sine: I think that one of the main questions or the main problems will be how we assimilate new technology into our teaching and learning functions. I think the current technology, the digital technology, will affect us in ways that we haven't been affected before by new applications of new technology to teaching strategies. What we have done in the past is simply apply them to old methodologies, so we upgrade the method. I think the new technology will, in fact, cause us to change the methodology. So leading an institution to discovery of the use and application of new technologies, as opposed to the old and traditional forms of presentation, is really going to be a major goal.

And I would almost go so far as to say that those institutions that cannot do that successfully will not survive. I know that's a dire prediction, but it's the way that I think we have to begin to look at changing the way we do business. I think the way we are funded and the way we receive resources is going to undergo change, and it's going to rest more on our abilities to find alternative resources and to structure the institution more successfully to be more effective, more efficient, and less traditional, so we may survive and help our communities.

Templin: I think the toughest challenge is to avoid the tendency to repeat what's been successful in the past and extrapolating that into the future. There is a real tendency for all of us who have been very successful with what we do to persist in the thought that what worked in the past will work well in the future, including our institution's missions and our programs and how we've defined our roles in our communities. The greatest issue facing the presidency is to reconceive the role of the institution in a world that is not yet reformulated. To have a vision of that future and to help others see it, without losing their sense of identity and sense of direction in the process, that's a fundamental challenge. It is extremely complex and difficult. It's as though at the moment when community colleges finally arrived as institutions of higher education, the conditions of the world shifted on us and we were left holding the shell of what once was useful; that form is no longer a good guide to what the future of the community college should be.

Vaughan: *Are there other issues?*

Templin: I think the second major issue confronting community college presidents in the future is going to be for them to see the need for themselves to become truly educational leaders, not just advocating the community college mission, but having the ability to define education's role within society and to articulate a mission for education and the role that it plays in helping our society thrive in the next century. I think presidents must shift away from the notion that we are college administrators or chief executive officers alone. We must see that we have a special mission apart from other executives—that as advocates for education and the role education must play in society.

The final segment of the interviews provided the seven presidents with an opportunity to offer any additional observations or comments concerning the community college presidency. Not all of the seven had additional comments. The following are the answers of those that did choose to comment.

Belcher: I think this is the best time in the history of community colleges. I think the challenges are great, but so are the opportunities. This is the time of the community college, and we must seize the moment. I also like the analogy of "Dances with Wolves." I'm going to be talking about that in a speech. The message from "Dances with Wolves" to me was so profound because it really charges us in the community college to go out and get acquainted with new cultures, new ideas, and new ways of thinking about how community colleges really fit into the social fabric.

Fulton: My observation is that it's a tough time to be a president. Maybe there never was an easy time. I think we need to build networks with each other and network with organizations in the community. I think we need to understand clearly that we can't do it alone. We cannot exist in isolation. Of course, the community college has always prided itself on being a part of the larger community. But I think it is essential now that we constantly seek collaborative opportunities. We must think more locally and more globally at the same time. Tough, but then, no one ever promised us presidents a rose garden.

McCabe: I guess the only one I'd say is that there is no doubt that this is a much harder job for people coming into the field today than when I came in. It takes much more skill. It's much more demanding and puts much more strain on people's lives. I have been a second- or first-in-command at the community college for 31 years. I don't know if people are going to be able to work under the kinds of demands that these jobs have for periods like that again. It may be that's too long.

For example, in this year, I would say that I was out on something dealing with the college year-round an average of three to four nights a week. And I worked most weekends on things I couldn't get done in the office. That's a tremendous strain on the individual, but also it's a tremendous pull of your total life energies in a way that people may not want to sustain for those long periods. Or maybe they shouldn't. So good luck to those people coming into the field now.

If I could add one other thing that I should have commented on, one of the really difficult tasks with all of the pressures and concerns and interests and the media things one has to deal with is to find a way to keep a long-term focus. And the drive, the press on people, is making people think very much in the immediate and getting through this year and being solid this year, as opposed to trying to make the changes that take a long time to put in place. I'll just use two examples in our case. The first reform that we had beginning in 1978 wasn't complete until 1984. That made a lot of people follow those things that we did, and they did things like them. But it made a major difference in how we dealt with students. The teaching and learning change we're on now is in its fifth year. It will probably be seven years before we put that whole project down.

Vaughan: *So the message is, you're not going to achieve reforms overnight.*

McCabe: Yes, and it's hard to take your focus out into the future. There's so much need for everything right now and so many people pushing for things right-now or needing things right now or raising issues. So the right now dominates with people, and there's not a lot of movement towards longer-term, substantive changes that have to take place if the community college is to succeed.

Myran: I think we are going through a transformation in leadership. The last time we went through this kind of a transformation was in the 1960s and early '70s when we moved from being campus-based to community-based institutions. Now I think we are going through another transformation, but it is very different in nature. We are part of finding this balance between building internal community and building external community. I think it's a very fundamental shift in the way we think about leadership and the way we think about the community college. However we view it, I think it's important to see this as perhaps the second major transformation since the community college growth of the 1960s.

Sine: Yes, I think that one could write books about the skills that a successful president needs. And that tends to change in the literature. The thing that I have been most required to do over the 10 years is to be able to change what it is that I am doing. To be able to learn new skills and to accept those, despite the fact that I may or may not like to do them, has been an important change for me. So I see as important the ability of the president to be able to play a variety of, if you will, musical instruments, to be able to do a variety of things, and to be flexible in doing them. It appears to me that the more you can be a kind of renaissance person, as compared to the classical philosopher-king kind of person that presidents have been called in the past, the better it is for the institution.

Vaughan: *Could you expand upon your comment about playing a number of musical instruments? As you know, quite often the president has been described as the orchestra leader, that he or she calls the tunes and so on. But you're saying that's not enough today and perhaps it is not appropriate, if I understand you correctly.*

Sine: That's precisely right. I don't think we see ourselves solely as leaders of the orchestra anymore. Today, we not only have to write the music, but we have to be able to play it well in order to gain the respect of the other musicians.

Templin: I think it's fascinating that many of us in the community college field recognize the earthshaking global changes that are occurring around us and see the basic tenets of civilization being redefined, and yet we believe that somehow community colleges will remain fundamentally unchanged. I think that we must challenge ourselves to think of our institutions, their missions, and our own presidential roles in light of a significantly and dramatically changing world.

Chapter 8

THE PRESIDENCY IN TRANSITION

When comparing the data from the 1984 survey with that from the 1991 survey, the reader should keep in mind that the seven-year period between the surveys parallels the average tenure of the responding presidents in their current positions. Most presidents expect major changes to take place in their colleges during the seven-year period in which they occupy a given presidency. One might also expect major changes to take place in the presidency itself during a similar time period. When the results from the 1984 survey are compared with those from the 1991 survey, a clear snapshot of how the presidency has evolved over this time period emerges. As discussed in Chapters 1 through 5, the results from the 1991 data are quite similar to the results of the 1984 survey in many respects.

The following conclusions and observations provide trustees, presidents, future presidents, deans, and others with a clear understanding of the direction the presidency has taken over the past seven years. The message is clear: If that direction is not one that serves today's community colleges best, it is time for community college leaders to change that direction. On the other hand, if leaders are satisfied with the current characteristics of the presidency, few changes may be in the offing. In any event, the following conclusions and observations expand our understanding of the community college presidency.

CONCLUSIONS FROM THE 1991 DATA

As was true in 1984, most of the community college presidents who responded to the 1991 survey came from blue-collar homes. These presidents, the great majority of whom were first-generation college students, have far outstripped the educational attainments and professional achievements of their parents. Notably, the parents of the female presidents were more likely to have attended college than the parents of the male presidents.

The great majority of the presidents who responded to the 1991 survey came from within the community college field. Indeed, less than 10 percent came from outside community college ranks, implying that governing boards rarely turn to public schools, universities, business and industry, or professions other than community college education for presidents. This implies that trustees view the community college as an excellent training ground for presidents. The other side of the coin may be that community colleges are practicing too much "inbreeding," thereby losing the fresh perspectives that candidates from outside the community college ranks could bring to the presidency.

The chief academic officer's position continues to be by far the most important pathway to the presidency. Over 57 percent of the presidents surveyed in 1991 were chief academic officers prior to assuming their first presidency. In contrast, the second most traveled pathway to the presidency was the dean of student services route; over 6 percent of the 1991 respondents assumed their first presidency after serving as dean of student services. A relatively large percentage of the respondents assumed their first presidency from a variety of positions other than deanships and vice presidencies, including some who had been faculty members prior to assuming their first presidency.

The average age of the community college presidents who responded to the 1991 survey was 52.4 years for all presidents; the average age of female presidents was 49. Based on information supplied by the survey respondents, the percentage of presidents being appointed to the presidency while under 40 years of age is declining. Similarly, only 10 percent of the respondents received their initial appointment to the position beyond age 50. Thus, the prime time to seek a presidency is between the ages of 40 and 49. Furthermore, female and minority presidents are more likely than their white male colleagues to be under the age of 45 when they assume their initial presidency.

The average tenure of presidents in their current position is 7.3 years. Yet the average presidential tenure is 9.3 years, which illustrates that a number of community college presidents have served as presidents of more than one institution. Almost 50 percent of the presidents surveyed in 1991 have been in their current positions for 5 years or less. Approximately 70 percent of the 1991 respondents were in their first presidency. As was true in 1984, governing boards select individuals who already occupy a presidency to fill over one-fourth of their presidential vacancies. Therefore, it is important to "break into the presidency," even if one has to settle for less than Camelot.

Over 41 percent of the female presidents who responded to the 1991 survey stated that they were very likely to move within the next five years, in contrast to only 20 percent of the male respondents. The data also revealed that men are more likely to hold a presidency in the state in which they finished high school than women. Based on these two measures, female presidents appear to be more mobile than male presidents. Women may be more willing to assume a less than desirable presidency in order to break into the ranks, but they may assume the position with the intention of moving in a relatively short period of time.

At the time of our most recent survey in the spring of 1991, the community college presidency was overwhelmingly dominated by men: 89 percent of the responding presidents were men. Whites also dominated the presidential ranks; the same percentage (89 percent) of respondents were white. Blacks made up 4.5 percent of the presidents who responded to the 1991 survey; 3 percent were Hispanic; 1.8 percent were Native Americans; and approximately 1.7 percent were other minorities, including Asians. As indicated in earlier chapters, the latest report on women occupying the presidency shows that the percentage has risen to over 14 percent, thus indicating that more women are moving into the presidency.

These statistics offer trustees a major challenge and opportunity: Will the presidency of the future be made up of almost all whites and men? Or will more diversification take place? Diversity will require placing more women and more minorities in the presidency, and this may require new thinking on the part of trustees. They may have to consider whether the chief academic officer's position should continue to dominate the pathway to the presidency in the future to the extent that it has in the past. Furthermore, trustees may have to reexamine the desirability of choosing over 90 percent of the presidents from within community college ranks, rather than turning to other sources. Trustees will find that diversity has both its costs and its rewards.

OBSERVATIONS FROM THE INTERVIEWS

While the observations of the seven presidents who were interviewed are self-explanatory, it is worthwhile to highlight some of the issues that they mentioned consistently. Other presidents and trustees may find these observations useful in considering the issues facing them and their institutions.

The overwhelming conclusion from the interviews is that the community college presidency is becoming a more demanding and more difficult position. The majority of the presidents interviewed had arrived at this conclusion, regardless of how long they had occupied the presidency.

In addition, these presidents identified the lack of adequate resources to fulfill their colleges' missions as a major problem. More demands and fewer resources seem to be the state of affairs, at least from the perspective of the presidents who were interviewed. Support from public sources is unlikely to increase significantly in the near future. As a result, presidents must turn to other sources for funds. Obtaining funds from private sources will be an important part of the community college president's job in the future.

The demands on the president from external sources troubled several of the presidents interviewed. Presidents have only so much time and energy. If they are raising funds from private sources and dealing with the legislature on a year-round basis, something has to give. Some expressed fears that what "gives" will be a lack of presidential leadership on campus. Especially hard hit will be the president's role as educational leader. Can the president be the institution's educational leader and its chief fund raiser? Probably not. Presidents and trustees must decide which role the community college president of the future will play.

Finally, several of the presidents interviewed perceived the use of technology in the teaching and learning process as an important issue. Shrinking resources, coupled with advances in technology, make it imperative that community colleges use different methods to deliver their services. Twenty-five students in a classroom listening to a faculty member deliver a prepared lecture is likely to be a thing of the past. Yes, veteran presidents have heard this song before. The new verse is that the Clinton administration has endorsed the use of national and international networks designed to inform and to teach. With its commitment to serving all segments of the population, the community college simply must utilize the new technologies that are available in the teaching and learning process.

This volume, as with the other studies of the community college presidency referred to in this discussion, is only a starting point for discussing the community college presidency. If this book is successful, scholars, presidents, trustees, and others will utilize the information contained here to further the debate on the role of community college presidents in serving their colleges, their communities, their states, and their nation. The community college presidency is a position that must be understood, supported, and enhanced if the nation and its people are to receive full benefits from their community colleges.

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Appendix

The Community College Presidency: Career and Lifestyle Survey

Directions: In each section, please provide the information or check the spaces as appropriate. All responses will remain confidential.

I. INSTITUTIONAL INFORMATION

a. State:______________________________
b. Number of FTE students—fall 1990 quarter/semester:__________
c. Do you live in a college-owned house? ( ) Yes ( ) No
d. If no, do you receive a housing allowance? ( ) Yes ( ) No
e. If yes, monthly allowance __________

II. PERSONAL INFORMATION

a. Number of years in present position: _____
Total number of years as president: _____
b. Current marital status: ( ) Single
( ) Married
( ) Divorced (not remarried)
( ) Separated
( ) Spouse deceased (not remarried)
c. Gender: ( ) Male ( ) Female
d. Race/Ethnicity: ( ) American Indian/Native American
( ) Asian/Pacific Islander
( ) Black/African American
( ) Hispanic
( ) White/Caucasian
( ) Other
e. Age: ______
f. Do you now live in the state where you finished high school?
( ) Yes ( ) No
g. Including your current position, how many community college presidencies have you held? _____
h. Age at which you assumed your first presidency: _____
i. Position held prior to your first community college presidency:
( ) Dean of instruction
( ) Dean of student services
( ) Dean of business/administrative services

( ) Vice president with overview of academics
( ) Vice president without overview of academics
( ) Other______________________________

j. Did you move into your current position from another community college presidency?
( ) Yes ( ) No

k. Position held prior to assuming your current position if different from i. and j. above: ____________________

l. Have you ever taught full-time in a community college?
( ) Yes ( ) No

m. Have you ever taught part-time in a community college?
( ) Yes ( ) No

n. Highest degree held:
( ) Bachelor's
( ) Master's
( ) Ph.D.
( ) Ed.D.
( ) Ed. Specialist
( ) Other ________

o. Did you receive an associate's degree from a community college?
( ) Yes ( ) No

p. Major field of study in your highest degree:
( ) Higher education ( ) Other education
( ) Other______________________________

q. Major field of study in your master's degree:
( ) Biology
( ) Mathematics
( ) Education
( ) Sociology
( ) History
( ) Chemistry
( ) Psychology
( ) English
( ) Business
( ) Political science
( ) Engineering
( ) Other______

r. Check the following organizations to which you belong:
( ) A social sorority
( ) BPW
( ) Jaycees
( ) Junior League
( ) Kiwanis
( ) League of Women Voters
( ) Lions
( ) Masons
( ) Rotary
( ) Ruritan
( ) Women's Forum
( ) Other______________

s. Do you belong to a country club?
( ) Yes ( ) No

t. If "Yes," do you use it for professional entertaining?
( ) Yes ( ) No

u. Time permitting, which of the following sports or activities do you participate in on a regular basis?
( ) Fishing
( ) Bowling
( ) Walking for aerobic exercise
( ) Golf
( ) Skiing
( ) Hunting
( ) Swimming
( ) Jogging
( ) Tennis
( ) Other

v. Father's most recent full-time occupation, even if deceased:
(Please be as specific as you can.) ______________________

w. Father's highest degree:
( ) None ( ) Master's
( ) High school ( ) Doctorate
( ) Associate's ( ) Other______________
( ) Bachelor's

x. Mother's most recent full-time occupation, even if deceased:
( ) Homemaker
( ) Other (Please be as specific as possible.) ______________

y. Mother's highest degree:
( ) None ( ) Master's
( ) High school ( ) Doctorate
( ) Associate's ( ) Other______________
( ) Bachelor's

z. Check the following organizations to which you belong:
(AAHE ( ) AAUW ( ) AERA ( ) APCA
( ) ASHE ( ) NACUBO ( ) NASPA ( ) NAWE
( ) PDK ( ) Other discipline-based professional organization____________________

aa. Within the past five years, have you published any of the following: (Please check all that apply. Leave blank if you have not published within the past five years.)
_____ Article in a professional/trade journal
_____ Chapter in a published book
_____ Book review published in professional/trade journal
_____ Monograph/book

bb. Who is your chief confidant—that is, if you have a major problem associated with your role as president, in whom do you confide regularly?

____

cc. How likely are you to move to another position within the next five years?
( ) Very likely ( ) Somewhat likely ( ) Not likely

dd. If you are likely or somewhat likely to move, will your move be to another presidency?
( ) Yes ( ) No

ee. Do you plan to retire from the presidency within:
( ) 1-3 yrs ( ) 4-6 yrs ( ) 7-10 yrs
( ) Not within 10 yrs

ff. Do you consider the community college presidency to be:
( ) a high risk position ( ) moderate risk ( ) low risk

gg. Do you consider the community college presidency to be:
( ) a high stress position ( ) moderate stress
( ) low stress

III. SPOUSE (Skip to Section IV if you are not currently married.)

a. Age of spouse _____

b. Highest degree held by spouse:
( ) None ( ) Master's
( ) High school ( ) Doctorate
( ) Associate's ( ) Other
( ) Bachelor's

c. Does your spouse currently work outside the home for pay?
( ) Yes ( ) No ( ) Full-time ( ) Part-time

d. If "yes," specify occupation: ____________________

e. While you have been president, how many years has your spouse worked for pay outside the home? ____________________

IV. CHILDREN

a. Number of children under 18 years old: _____; 18 and over _____

b. Did any of your children receive an associate's degree from a community college?
( ) Yes ( ) No

c. If you have a child under 18 or a "traditional college-age" youth, does he/she plan to receive a degree at a community college?
( ) Yes ( ) No ( ) Uncertain

d. Did any of your children under 18 take one or more classes at a community college but did not receive an associate's degree?
( ) Yes ( ) No

V. LIFESTYLE

We are interested in how many hours you and your spouse, if you are married, spend in several activities.

a. About how many hours do you spend weekly in work and personal activities?

No./Hrs.
________ Work (include professional entertaining)
________ Family life, recreation, community service, and other personal activities

b. If married, how many hours per week do you and your spouse spend alone together outside of sleeping? _____ (Skip if unmarried.)

c. Check the type of friends you see socially (at least 30 minutes per week) outside of work.
   ( ) Childhood friends
   ( ) Neighbors
   ( ) Church associates
   ( ) Professional colleagues
   ( ) Club associates
   ( ) Other

d. If married, check the types of friends your spouse sees socially (at least 30 minutes per week) outside of work. (Skip if unmarried.)
   ( ) Childhood friends
   ( ) Neighbors
   ( ) Church associates
   ( ) Professional colleagues
   ( ) Club associates
   ( ) Other

e. How many days of annual leave do you earn each year? ________

f. How many days of annual leave did you take last year? ________

g. Did your family (or you, if unmarried) take a vacation together last year that lasted four or more days?
   ( ) Yes ( ) No

h. If you took a vacation, did you take any work related to your duties as president with you?
   ( ) Yes ( ) No

THANK YOU VERY MUCH FOR YOUR COOPERATION

Please offer any comments or observations on the remainder of this form.

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About the Authors

George B. Vaughan is professor and associate director of the Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM), North Carolina State University. He held professorships at the University of Florida and George Mason University. He was president of Mountain Empire Community College, Virginia, for six years and of Piedmont Virginia Community College for eleven years.

This book is Vaughan's fourth on the community college presidency. His previous books on the subject are *The Community College Presidency* (1986), *Leadership in Transition: The Community College Presidency* (1989), and *Pathway to the Presidency: The Dean of Instruction* (1990).

Vaughan is currently a member of the Board of Directors of the American Association of Community Colleges. He holds the Ph.D. in higher education from Florida State University.

Gustavo A. Mellander is dean, Graduate School of Education, and director, the National Center for Community College Education, George Mason University. He has served as an academic dean for eight years, a college president for ten years, and a district chancellor for seven years.

Prior to joining George Mason, Mellander was chancellor of the West Valley-Mission Community College District in California. As chancellor, he administered a district composed of two comprehensive community colleges in the Silicon Valley that enrolled 35,000 students and had an annual budget of $60 million.

Mellander received his Ph.D. in history from George Washington University. He has written several books on history and education.

Beverly Blois is chairman of the Humanities Division, Northern Virginia Community College-Loudoun Campus. He has served as professor of history and as executive director of curriculum initiatives for the State Council of Higher Education and the Virginia Community College System.

Blois currently chairs the steering committee of the Loudoun-Fairfax Tech-Prep Consortium and is founder and coordinator of the Moscow-Fairfax Business Exchange Project.

He holds a doctorate in education from George Mason University. He is the author of textbooks, study guides, and numerous articles and scholarly papers in the field of history.

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AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

One Dupont Circle, NW
Suite 410
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